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ABSTRACT

Stated in this document are the principal economic, sociological, and educational references relating to the planning procedures, as well as findings, conclusions, and recommendations for activities of the Leflore County, Mississippi Project funded under Title III of the Elementary and Secondary Education Act. The project's objective was to plan educational solutions for problems caused by technological and social displacement of Negro families in the Deep South. Period of operations extended from July 1967 through December 1968. Chapter discussions include (1) background of the planning study, with 6 tables related to population data and socioeconomic factors in the county; (2) analysis of consultants' reports, with 2 tables on school holding power in the 2 Leflore County schools; (3) a summary of principal findings; and (4) a recommended program of action. Recommendations are concerned with both the improved and redirected use of present resources and the development of new programs which will require additional Federal assistance. (AN)

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A REPORT TO THE UNITED STATES COMMISSIONER OF EDUCATION ON ACTIVITIES, FINDINGS AND PROGRAM PROPOSALS RESULTING FROM AN ESEA-TITLE III PLANNING GRANT UNDER PUBLIC LAW 89-10

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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OFFICE OF EDUCATION PROJECT NUMBER 67-04725-0
ENTITLED, PLANNING EDUCATIONAL SOLUTIONS
FOR PROBLEMS CAUSED BY TECHNOLOGICAL
AND SOCIAL DISPLACEMENT OF NEGRO
FAMILIES IN THE DEEP SOUTH

EMPHASIS ON EDUCATIONAL PROGRAMS FOR CHILDREN AND YOUTH INVOLVED

Submitted by
Otis W. Allen, Superintendent
Leflore County School District
Greenwood, Mississippi 38930

January 31, 1969

RC004358

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PREFACE

This report is concerned with the studies, conclusions and recommendations resulting from the activities that were carried on under a planning grant made by the United States Office of Education through Title III, Public Law 89-10, the Elementary and Secondary Act of 1965. The period of operations extended from July 1, 1967 through December 31, 1968. The title of this project really expresses its objective: Planning Educational Solutions for Problems Caused by Technological and Social Displacement of Negro Families in the Deep South. The focal point, of course, is the Leflore County School System in the heart of the Deep South.

This document is not only a report to the U.S. Office as is required by law and regulations, but it is more particularly a report of stewardship by the educational officials of Leflore County School District to the school constituency and lay citizens of this county.

It will succinctly state the principal economic, sociological, and educational backgrounds of the planning activities, tell what procedures were followed, and present the principal findings, conclusions and recommendations for activities. The recommendations will be concerned with both the improved and redirected use of present resources and the development of new programs that will require additional Federal financial assistance. Special emphasis will be placed on the maximum utilization of the programs set up in Federal legislation for which congressional appropriations have been authorized.

CHAPTER I

I. BACKGROUND OF THE PLANNING STUDY

1. Population Constituency and Trends. Leflore County has a population of about 50,000 persons, of whom about 50 percent reside in the Leflore County School District, which is 100 percent rural. About 65 percent of the population of the county are native American Negroes, but in the County School District about 87 percent are Negroes. The school-age population consists of about 7,000 Negroes and 1,000 whites, with a few Orientals (Chinese) in grades one through twelve.

The trend in population in the Leflore County School District has been downward for several years, but the fact has not materially reduced the school enrollments.

Some of the chief population data for Leflore County are presented in Table I below. For comparative purposes data for one of the most affluent Mississippi Counties, one of the poorest counties, and the State as a whole are shown in the Table I.

2. The Economic Status of Families. The families of Leflore County by a large majority are characterized by poverty. Without doubt the percentage of pupils from families with less than $2,000 annual income is a fair and accurate measure of the economic status of families. During the current school year, 1968-69, the percentages for the various schools in the Leflore County School District are indicated in Table II.

TABLE I

COMPARATIVE SELECTED POPULATION DATA LEFLORE COUNTY, MISSISSIPPI

Item	Leflore County	Jackson County	Jefferson County	State	U.S.
Population 1960	47,142	55,522	10,142	2,178,141	179,323,175
Increase or decrease 1950-60	-9.0%	+76.8%	-10.3%	0	18.5%
Percent Urban	43.3%	61.3%	0	37.7%	69.9%
Percent Rural	56.7%	38.7%	100%	62.3%	30.1%
Percent Rural-Farm	38.5%	1.8%	28%	37.4%	7.5%
Percent Rural-Non-Farm	18.2%	36.9%	72.0%	24.9%	22.6%
Percent Non-White	64.6%	19.6%	75.5%	42.3%	11.4%
Percent White	35.4%	80.4%	24.5%	57.7%	88.6%
Percent of Migrants Who Come From a Different County	15.4%	26.8%	6.8%	16.1%	17.4%
Net Gain or Loss in Population Through Migration 1950-1960	-16,758	+14,391	-3,204	+432,888	+2,972,995

Source: County and City Data Book, 1962, United States Bureau of the Census.

TABLE II

PERCENTAGE OF PUPILS FROM FAMILIES HAVING LESS THAN $2,000 ANNUAL INCOME, LEFLORE COUNTY SCHOOL DISTRICT 1969-70

School	Grades	Enrollment	From Families With Income Below $2,000 Number	Percent
R.B. Schlater	1-9	714	643	90%
Wilkes	1-9	612	532	87%
L.S.Rogers	1-6	707	598	86%
Amanda Elzy	1-12	1,962	1,528	83%
Sam Balkin	1-9	554	432	78%
T.Y.Fleming	1-9	695	528	76%
Sunnyside	1-8	222	173	72%
Leflore Cty. High School	1-12	747	97	13%
East	1-8	236	5	2%
Total		6,449	4,536	70%

That income status of families in the Leflore County School District is comparatively unfavorable has been shown by analysis of data for 1967 published by Sales Management. This analysis shows the per capita effective buying power compared to Greenwood Municipal School District, the State of Mississippi and the United States as follows:

Leflore County School District	$1,615
Greenwood Municipal School District	2,164
State of Mississippi Per Capita Income	1,739
United States Per Capita Income	2,963

The relatively unfavorable income status of families in Leflore County School District is longstanding as is reflected in the data shown in Table III.

TABLE III

COMPARATIVE INCOME STATUS OF FAMILIES OF LEFLORE COUNTY, 1960

Unit	Median Family Annual Income	Percent of Families Having Less Than $3000 Annual Income	Percent of Families Having Over $10,000 Annual Income
Leflore County[1]	$2,285	59.9%	5.4%
Jackson County[2]	5,120	23.6%	8.1%
Jefferson County[3]	1,370	74.0%	1.1%
State of Mississippi	2,284	51.6%	5.2%
United States	5,660	21.4%	15.1%

Source: County and City Data Book, 1962, United States Bureau of the Census.

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[1] Since these data include the City of Greenwood the data for Leflore County School District are necessarily much less than for the county as a whole. It is estimated from a number of other factors that the median family income in the Leflore County School District was about $1,370 and that the families having less than $3,000 annual income was about 70 percent, and the families having in excess of $10,000 annual income was about 2 percent.

[2] Estimated to be the wealthiest county in the State.

[3] Estimated to be the poorest county in the State.

3. Some Sociological Factors. The presentation of a few of the principal sociological facts concerning the people of the Leflore County School District will aid in giving an understanding of the background of the Planning Project.

A. Educational Status of Adult Population. The educational accomplishment of adults 25 years of age in Leflore County has not compared favorable with the status of more affluent counties, the State or the Nation. This fact is revealed in Table IV presented below. It should be kept in mind that the percentages for Leflore County include the City of Greenwood and accordingly are higher for median years of school completed, lower for those who completed less than 5 years of school, and higher for those who completed high school than the actual percentages for Leflore County School District, for which the actual data are probably about the same as shown for Jefferson County, a 100 percent rural County with a very high percentage of Negro inhabitants.

TABLE IV

COMPARATIVE EDUCATIONAL ATTAINMENT OF THE POPULATION
25 YEARS OF AGE AND OVER,
LEFLORE COUNTY,
MISSISSIPPI, 1960

Area	Median Number of School Years Com-Pleted	Percent Who Completed Less Than 5 Years of School	Percent Who Have Completed H.S.
Leflore County	7.9	30.0%	27.1%
Jackson County	10.3	10.6%	36.5%
Jefferson County	6.8	33.0%	16.8%
State of Miss.	8.9	18.8%	29.8%
United States	10.6	8.4%	41.1%

Source: County and City Data Book, 1962, U.S. Bureau of the Census.

B. Occupational Status of the Population. The labor force of Leflore County is more largely engaged in agriculture than in the State as a whole and some four or five times as high a percentage as the Nation as a whole. While the percentage of persons engaged in agriculture is known to have decreased rapidly, the relative numbers will no doubt continue to be large. Some severe problems have arisen from the displacement of persons in agriculture and that is one of the chief reasons for initiating the Planning Project.

The data as to the employment status of the labor force in Leflore County as compared to other Mississippi counties, the State of Mississippi and the United States are shown in Table V.

C. Farm Operator Family-Level-of Living Index. A long established measure of the economic status of farm people has been the farm operator family level-of living index developed by the United States Bureau of the Census. The index for Leflore County improved over 300 percent between 1950 and 1960 and this increase exceeded the increase of both the State and the Nation. The index, however, in 1960, was only 58 percent of the national average and only about 93 percent of the index for the State of Mississippi as a whole. The basic data concerning the index are shown in Table VI.

D. Some Sociological Influences of Mechanization of Agriculture. The average Negro family of the Leflore County School District has eight children. The family structure varies from the father-mother combination to the family dominated by a matriarch. Children reared in a shack without newspapers, magazines, radio, or television receive

TABLE V

EMPLOYMENT STATUS OF LABOR FORCE OF LEFLORE COUNTY AND COMPARISONS TO OTHER AREAS, 1960

Type of Employment and Labor Force	Leflore County	Jackson County	Jefferson County	Mississippi	United States
No.	16,398	19,242	2,942	721,622	68,144,079
Agriculture					
No.	4816	199	916	142,860	4,211,251
%	29.3	10.3	31.1	19.8	61.8
Construction					
No.	926	1104	149	44,849	3,815,937
%	5.6	57.3	5.1	62.2	56.0
Manufacturing					
No.	1159	7339	493	130,804	17,514,086
%	70.6	38.1	16.8	18.1	25.7
Transportation Communication Utilities					
No.	725	622	195	35,254	4,458,147
%	4.4	3.2	6.6	4.9	6.5
Wholesale-Retail					
No.	2975	2985	299	110,931	11,792,635
%	18.1	15.5	10.2	15.4	17.3
Finance, Real Estate and Public Adm.					
No.	711	1254	98	39,985	5,897,520
%	4.3	6.5	3.3	5.5	8.7
Education					
No.	785	747	114	35,997	3,393,933
%	4.8	3.9	3.9	5.0	5.0
Percent White Collar	28.1%	32.7%	18.3%	29.2%	41.1%
Percent Unemployed	7.0%	7.8%	7.9%	5.4%	5.1%

Source: County and City Data Book, 1962, United States Bureau of Census.

TABLE VI

COMPARATIVE FARM OPERATIVE FAMILY LEVEL-OF-LIVING INDEX OF LEFLORE COUNTY 1950-1960

Area	Index 1950	1960	Percent Increase
Leflore County	18	58	322%
Jackson County	34	84	247%
Jefferson County	15	47	313%
State of Mississippi	21	62	295%
United States	59	100	170%

Source: County and City Data Book, 1962, United States Bureau of Census.

little cultural, religious or educational contacts before age six. Many children experience an overdose of "do that" and "don't do that" as the major communication with siblings or parents.

The industry of Leflore County remains primarily agricultural. In the last two decades considerable manufacturing in the form of pianos, zippers, lockers, farm equipment and electronic devices added diversity. The agricultural industry now contains some of the largest cotton planting companies in the world, in which thousands of acres are necessary to build a functionally successful unit. Land clearing by large equipment, draining, leveling and adding or irrigation has made many acres available to high industrialization. Machanization has become almost one hundred percent. Following mechanization was the growth of chemicalization in which fertilizers, pre-emergents, chemical weed control, chemical soil stabilization, many types of insecticides, and defoliants for removing cotton leaves to aid mechanical picking.

The social structure has changed. Highly educated skilled persons must be associated with the supervision of every operation in this type of agricultural industry. Large amounts of financing must be obtained and skillfully handled. The persons now associated with a large planting company must be specialists ranging all the way from airplane pilots to persons skilled as drivers of large tractors for preparing soil, operating combines, cotton pickers, and other devices, along with the entymologist, chemist, economist and marketing expert that must be consulted in order to achieve the maximum use of the industry. Soybeans, rice, vegetables, small grains, pasture, hay and livestock, primarily cattle, some sheep, some hogs contribute much to the income. Development of timber as a crop as experienced by the Leflore County Schools, which own 1/35 of the county, is a growing source of income.

The people of Leflore County have continued to move throughout history. In the early days, migration was from one plantation to another, usually around Christmas. Then migration was to nearby districts. Now, they go to town, move out of the State, and eventually to the big city. The philosophy that points to the city as the solution of southern rural Negroes seems to have been well received with continued support from the news media-radio, television, magazines, newspapers - and by civil rights workers who have continually poured into the county with ideas of unlimited social, educational and cultural opportunities beyond the State. Thus our farm labor continues to move, particularly male adults.

Efforts to provide educational opportunities to the Leflore County migrant student have undergone considerable change. Once upon a time, reading, writing, and arithmetic were poorly presented by an equally poorly prepared teacher during a short year in which attendance was poor and there was a universal drop-out factor. Sixteen years ago with thousands in the schools only three Negroes had stayed to the twelfth grade. Help on the farm in the spring for chopping weeds from the cotton and picking cotton by hand in the fall constituted additional interruptions. However, recreation through fishing and hunting in relaxation or just doing nothing at any time have been a well-established way of life.

Today, the Leflore County farm worker has to be another person. He must be skilled - "no hoe, no moe." Today,a $75,000 capital investment in farm equipment is necessary for each worker on the newest and best operated plantations. Tractors, soil tools, chemical applicators, surface and plane equipment for aerial application of chemicals, tillage equipment, pickers, cutters, combines for soy beans, rice and small grains, and even combines for harvesting trees for the paper industry, are well established and have proven themselves successful. A few capable persons operate all these leaving islands of surplus human beings living in a fossil culture of once upon a time. The ones who stay must be skilled to match the job. One person operating a cotton picker replaces 249 picking by hand.

Once there was fishing for fishing, hunting for hunting, and loafing for loafing, but even these meager activities are gone and can only be indulged in by those supported by welfare funds. There is not enough music, art, literature, sports, and other activities to be observed, performed, or created to hold the attention of the children of rural workers long enough to provide the social, educational, political, economic, religious and other growth-engendering factors these migrants would have. Serious analytical planning is needed.

At one time it was profitable to the plantation owner to have a reserve of people who were in a state of complete dependence and it was to his advantage to keep them so. The need for such large numbers of persons no longer exists, but the people continue to exist, and the old attitudes remain and prevail among the segment of the population who did the manual labor in the plantation economy.

Although the need for the services of these people has been eliminated by using machines to till the soils and harvest the crops and by using chemicals for soil treatment to control and contain plant growth, the people continue to live rent free in the tenent houses on the plantations. The owners permit them to remain, but refuse to keep the houses in repair or provide economic employment for the individual.

Although there could be a summation of the absence of desirable physical things in the lives of Leflore people, the problem is even more deeply rooted, and revolves around the quality and level of their way of "being." The environment and the culture have forced a state of "being" for them and they have accepted the state as natural, inevitable, and immutable.

II. THE LEFLORE COUNTY SCHOOL SYSTEM

1. General Statistical Information.

A. The Leflore County School District contains 583 square miles, consisting of the entire area of Leflore County, Mississippi, with the exception of the 5 square mile area embraced by the Greenwood Municipal Seperate School District. The maximum length of the Leflore County School District is 39 miles, and its maximum width is 20 miles.

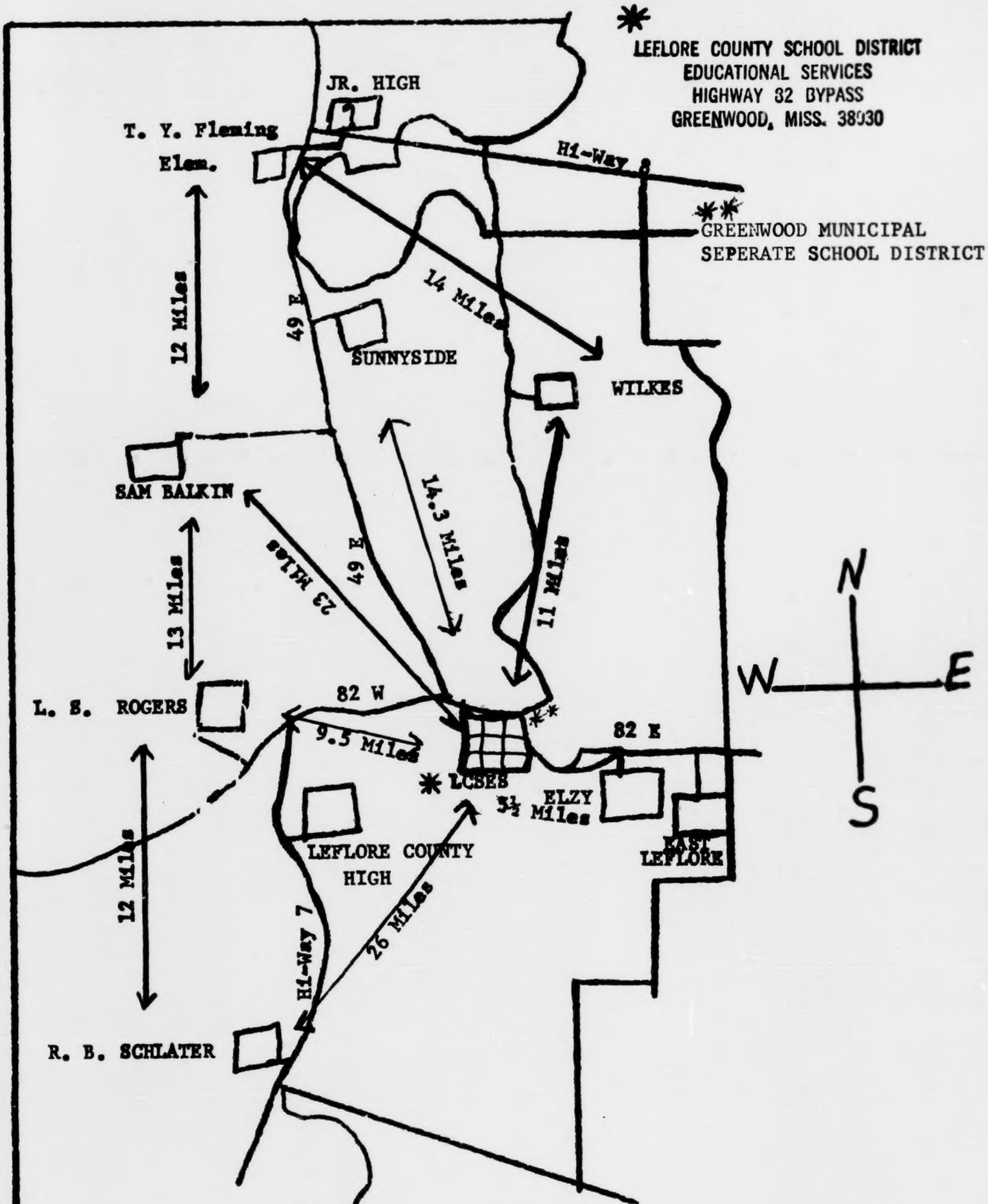
A sketch of the District, showing the location of the schools, or attendance centers, and the rivers, which restrict the transportation routes of public school buses, is attached as Exhabit "A",

The largest community within the district is the Town of Itta Bena, which according to the 1960 census, has a population of 741 whites, 1,164 Negroes, and nine non-whites other than Negroes. With the exception of this small community there is no residential segregation in the district-persons of both races reside throughout. The district operates nine schools, three of which, namely, Sunnyside, Itta Bena Elementary and East Elementary, are attended predominately by children of the white race. The Leflore County High School, at Itta Bena, which is combined with the elementary school on the same location, is attended by children of the white race predominately. Five of the remaining schools, namely Wilkes, Balkin, Fleming, Elzy and R.B. Schlater school are attended by Negroes exclusively. The ninth school, the L.S. Rogers Laboratory School, was designed as, and is, a teacher training center located on the campus of the Mississippi Valley State College. This school receives its state minimum education program funds, pro-rata Sixteenth Section funds, and aids to education through Federal financing, through the Leflore County Board of Education.

School organization in Leflore County School District has undergone a remarkable transition. Fifteen years ago there were 140 small, highly isolated, all-Negro schools of a single type. Many schools were housed in small one-room frame buildings in some instances, located as far as 20 miles from a paved highway with only an unimproved dirt road offering access. The teacher in such a one-teacher school was equally as inadequate as the facility itself. This situation has changed through consolidation and there are now nine large modern facilities accommodating all pupils in the district. The building program has been a continuous process. Leflore County has utilized every available Federal, State and local resource to improve its facilities.

The emphasis on quality education has also been extended to the area of instruction. Teacher qualifications have been steadily raised. There are now no non-degree holding teachers in Leflore County.

EXHIBIT A


*
LEFLORE COUNTY SCHOOL DISTRICT
EDUCATIONAL SERVICES
HIGHWAY 82 BYPASS
GREENWOOD, MISS. 38930
**GREENWOOD MUNICIPAL
SEPERATE SCHOOL DISTRICT
JR. HIGH
T. Y. Fleming
Elem.
Hi-Way 8
12 Miles
14 Miles
49 E
SUNNYSIDE
WILKES
SAM BALKIN
14.3 Miles
23 Miles
49 E
11 Miles
13 Miles
N
W
E
S
L. S. ROGERS
82 W
9.5 Miles
**
82 E
* LCSES
ELZY
5½ Miles
EAST
LEFLORE
LEFLORE COUNTY
HIGH
12 Miles
Hi-Way 7
26 Miles
R. B. SCHLATER

LEFLORE COUNTY SCHOOLS
OTIS W. ALLEN, SUPERINTENDENT
GREENWOOD, MISSISSIPPI 38930

B. Schools and Enrollments. The schools of the Leflore County School District, with 1967-1968 school term enrollment, grades taught, and classrooms, is as follows:

SCHOOL	LOCATION	ENROLLMENT	GRADES TAUGHT	CLASSROOMS
Amanda Elzy	Greenwood	1,962	1-12	64
East	Greenwood	236	1-8	13
T.Y. Fleming	Minter City	695	1-9	22
Sam Balkin	Schlater	554	1-9	20
Leflore Cty. High	Itta Bena	747	1-12	28
L.S. Rogers Lab.	Itta Bena	707	1-6	27
R.B. Schlater	Morgan City	714	1-9	27
Sunnyside	Sunnyside	222	1-8	11
Wilkes	Money	612	1-9	22

Prior to September 2, 1966, the District maintained separate school for Negroes and white pupils, with the faculty and administrative staff being also segregated according to race.

During the past three school terms the enrollment and average daily attendance figures for the District were as follows:

	Enrollment			Average Daily Attendance		
	Negro	White	Total	Negro	White	Total
1965-1966	5,789	1,017	6,086	5,184	967	6,151
1966-1967	5,339	954	6,353	4,887	935	5,849
1967-1968	5,239	1,201	6,440	4,760	1,151	5,911

C. First Steps in Desegregation. During the 1967-1968 school term 13 students of the Negro race chose to, and did, attend the predominately white Leflore County High School at Itta Bena.

For the 1968-1969 school term 10 students of the Negro race have chosen to attend the predominatly white Leflore County High School at Itta Bena, 5 students of the Negro race have chosen to attend the formerly all white East Elementary School southeast of Greenwood, 1 student of the Negro race has chosen to attend the formerly all-white Sunnyside Elementary School, and 5 students of the Negro race have chosen to attend the formerly all-white Elementary School at Itta Bena.

D. Steps in Faculty Desegregation. After September 2, 1966, the date of the entry of the original "Court Order" against this District, and during the 1966-1967 school term, a Negro was elected Assistant Superintendent of Education and 1 white person was employed as a teacher's aide at a formerly all-Negro school.

After August 28, 1967, the date of the entry of the "Jefferson Type" order against this District, and during the 1967-1968 school term, three full-time, qualified, white faculty members were assigned to teach at the formerly all-Negro High School of the District, and the former white teacher's aide remained, but her duties were changed to Assistant Librarian in the elementary school of the Amanda Elzy School complex. In addition, with the aid of Federal financing, two white nurses, and white coordinators in the fields of library, reading, mathematics, and science (totaling 6 in number) were added to the administrative staff, all of whom spend the majority of their time working in all schools of the district both as resource and instructional personnel. Conversely, two coordinators in the fields of audio-visual aids and art, both Negroes, have also been employed, both of whom spend the majority of their time working in all the schools of the district both as resource and instructional personnel.

For the school year 1968-1969 nine white persons have been employed to teach in predominately "Negro" schools on a full-time faculty basis. In addition to the other "Coordinators" memtioned herein, a speech correctionist (a white person) has been employed who will coordinate and teach in all the schools of the District, and negotiations for employment are now under way for the employment of an additional white speech correctionist. Negotiations are also under way with two white persons to serve as assistant to the principals of predominately "Negro" schools, and others are being sought.

There remains a great deal of public and private hostility and antipathy among white parents and white teaches toward faculty desegregation only partly racially motivated: The system employed 207 Negro (certified personnel - faculty and staff) teachers during the 1967-1968 school term. Although there might be a number of Negro faculty members who would be willing to accept a teaching assignment at a "white " school, such arrangement is not likely to succeed in the absence of advance preparation.

Herein is a fundamental basis for an in-service training proposal.

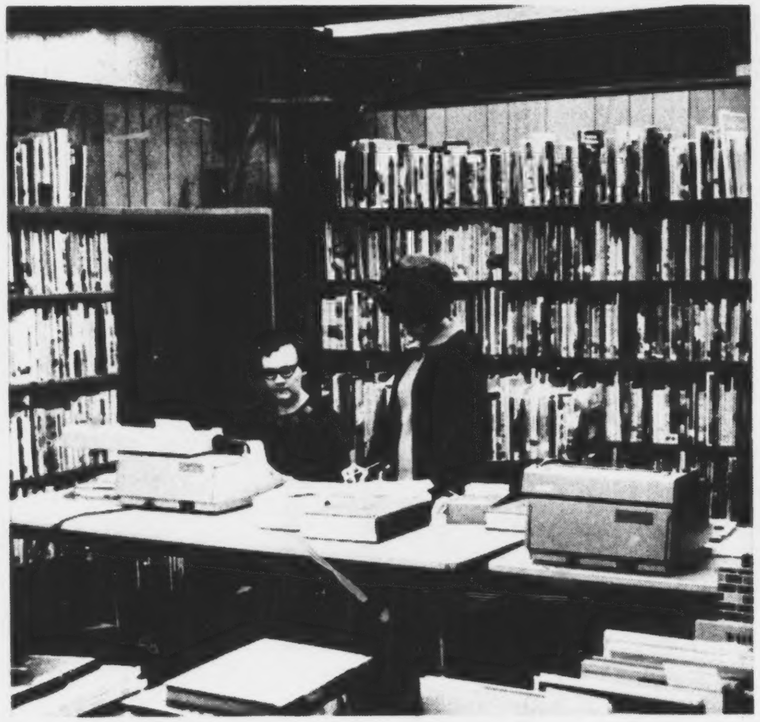
E. Public Support of Schools in Leflore County. The citizens of the Leflore County School District have given tangible evidence of their support of their school system, they having, by an election, authorized the imposition of a total of an additional 3 mill tax rate for the years 1965-1966, and 1967 on their real and personal property, as authorized by Section 6518-05 of the Mississippi Code, and the total tax levy, or rate, has been 28 mills on assessed valuation for those three. During the year 1965 the citizens of the District by an election also authorized the issuance of $950,000.00 in bonds with which to construct additional school facilities at both the white and Negro schools of the District. The possible, perhaps probable, loss of such public support for the school system is necessarily of tremendous concern to the Leflore County Board of Education.

F. Leflore County Education Services Center. With Federal financing, the District maintains on a totally integrated basis what they designate an "Education Services Building" in the City of Greenwood, housing the offices of all the instructional coordinators mentioned hereinbefore, as well as facilities for in-service education meetings of the faculty and staff, the management of vocational education programs, and industrial arts classes. This facility also houses (1) the school District's library processing offices and central catalogue for all of the libraries in the schools of the district, (2) audio-visual equipment central supply, service and distribution, (3) electronic repair ship, and (4) receiving and shipping department.

III. PLANNING PROCEDURES

The procedures in this planning study are largely two-fold: (1) the utilization of an advisory council composed of the administrative staff, the instructional coordinators and instructional specialists of the central office, the school principals, and the guidance counselors serving the various schools of the county school system; and (2) the use of a corps of consultant specialists.

LIBRARY:
Facilities are available for a centralized library to serve each school in the system. Through the services of the centralized library, a child may check out a book from any library in the county. Acquisition and cataloging procedures for library books valued at $68,553.28 were completed in 1967-68 in the Educational Services Building. This library also houses a professional collection consisting of over a thousand volumes in all areas of education.



SCHOOL HEALTH:
The offices of qualified school nurses are located in the Educational Services Building. The nurses work in school health clinics and assist teachers in developing curriculum health education. Other services provided by school nurses are assisting with physicals, administering hearing and vision screening, assisting public health nurses with heaf tests and immunization of students, purchasing and distributing clothing for needy children, referring ill children to physicians, and making home visits to teach parents proper care of their children.

PLANNING:
The Educational Services Building houses the Planning Staff, which is studying the needs of education in our district and formulating immediate and long-range plans for minimizing or eliminating these needs.

VOCATIONAL EDUCATION AND INDUSTRIAL ARTS:
Inservice education, organization, and management of vocational education programs and industrial arts classes is developed by staff houses in the Educational Services Building and in the individual schools. Manpower Development and Training Act Programs for under-employed and unemployed heads of household are operated as a part of the overall Vocational Education Program.

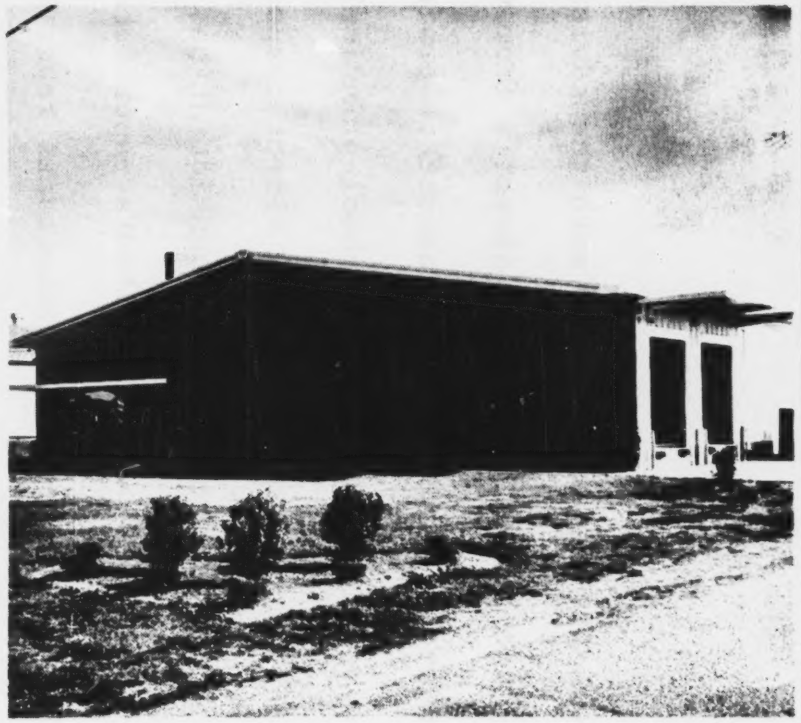
EDUCATIONAL

Supplies
Enrichment
Research
Visual aids
Inservice
Curriculum
Evaluation
Survey

LEFLORE COUNTY SCHOOL DISTRICT

EDUCATIONAL SERVICES

Public Law 89-10, Title I, ESEA



Leflore County Board of Education
Hiway 82 West
Greenwood, Mississippi 38930
Telephone 601 453-8566

The consultants worked directly with the advisory council. Their conclusions and recommendations result directly from visits to schools, observations, interviews with teachers and other professionsl personnel, and deliberative conferences with the school principals and other members of the advisory council having a direct responsibility or interest in the field or problem under consideration.

Each consultant prepared and filed a report concerning the field of his responsibility. The consultants reports form the basis of the conslusions and recommendations concerning the further development of the educational program of the Leflore County School System.

The Advisory Council is composed of the persons included in the following tabulation:

Advisory Council

Person	Position	Degree
Otis W. Allen	County Superintendent of Education	M.A
Mary Alice Braley	Assistant County Superintendent of Education	B.A.
Amanda Elzy	Assistant County Superintendent of Education	M.A.
Archie Simmons	Asst.to Superintendent and Title I Director	M.A.
Charles Roye	County Supervisor Vocational Education	B.S.
Harry Robertson	Coordinator, Audio-Visual Education	B.S.
Roosevelt Lennard	Coordinator, Art Education	B.S.
Bobby Craven	Coordinator, Science Education	Ed.D.
Elizabeth H. Simmons	Assistant Coordinator, Science Education	B.S.
Frances Terry	Coordinator, Math Education	B.S.
Ruth Hodges	Coordinator, Reading Instruction	B.S.
Julie Brookhart	Coordinator, Libraries and Library Services	M.S.

Advisory Council continued-

Cooper W. Crain	Coordinator, Title III	M.A.
Countess Pickett	Home Visitor and Social Worker	M.A.
Ethel Lindsey	Home Visitor and Social Worker	B.S.
Mrs. Charles Roye	Health Nurse	R.N.
Margaret Parish	Health Nurse	R.N.
Peggy Powers	Social Worker	B.A.
Robert Pickett	Principal, Amanda Elzy High School	M.A.
Otis Pigott	Principal, Leflore County High School	M.A.
Leon Garner	Assistant Principal, Leflore Cty. H.S.	M.A.
G.E. Norwood	Principal, East Elementary School	M.E.
Robert Lindsey	Principal, T.Y.Fleming Elem. and Jr.High	M.A.
Milton Forte	Principal,Sam Balkin Elem. and Jr. High	M.A.
Enoch Florence	Principal, L.S.Rogers Elementary Sch.	M.A.
John Morris	Principal, R.B. Schlater Elem. and Jr.H.	M.A.
W.W. Dillard, Jr.	Principal, Sunnyside Elementary School	B.A.
Aaron Meredith	Principal,Wilkes Elem. and Jr. High Sch.	M.A.
John Ashley	Guidance and Counseling Specialist Leflore County High School	M.A.
Charles Raines	Guidance and Counseling Specialist Amanda Elzy High School	M.A.
Mrs. Elizabeth Burnes	Guidance and Counseling Specialist Amanda Elzy High School	B.S.
George Benford	Guidance and Counseling Specialist R.B. Schlater	B.S.
Jesse J. Crockett	Guidance and Counseling Specialist Sam Balkin Elementary and Jr. High School	M.A.

Advisory Council continued-

Mollie Parker	Guidance and Counseling Specialist T.Y. Fleming Elementary and Jr. High School	B.S.
Curtis Burns	Guidance and Counseling Specialist Wilkes Elementary and Jr. High School	B.S.
Ruth Stevenson	Guidance and Counseling Specialist L.S.Rogers Elementary School	B.S.

Consultants and Advisory Specialists

The corps of consultants and advisory specialists was composed of the individuals listed in the tabulation below. The name of the consultant, his title or position, his address and telephone number, the subject (area) of his responsibility in the planning activities are shown.

1. Howard A. Dawson, Ph.D.
   Executive Secretary, Emeritus
   Department of Rural Education
   National Education Association
   Present Address:
   5628 Massachusetts Avenue
   Washington, D.C. 20016
   Telephone No. 301-229-1579
   Area of Responsibility:
   To organize and direct the corps of consultants.
   To write the report of findings and recommendations.

2. Roscoe A. Boyer, Ph.D.
   Professor of Education
   School of Education
   University of Mississippi
   University, Mississippi 78677
   Telephone No.
   Area of Responsibility:
   Some Sociological Factors Related to Education in Leflore County.

Consultants and Advisory Specialists continued-

3. Dr. Joseph M. Garza
Professor of Sociology
Mississippi State University
411 Glen Street
Starkville, Mississippi 39759
Telephone No.
Area of Responsibility:
Some Educational Implications of Sociological Factors in Leflore County.

4. Dr. Hazen A. Curtis
Head, Department of Measurements and Testing
School of Education
Florida State University
Tallahassee, Florida 32306
Telephone No. 904-599-2152
Areas of Responsibility:
    a) Estimated Holding Power and the Number of Dropouts, Leflore County Schools.
    b) Distribution of Pupils in Two Leflore County Schools on Basis of Achievement.
    c) Special Services in Leflore County Schools.

5. Dr. Elizabeth W. Sutton
Specialist in Migrant Education
Division of State Agency Co-operation
United States Office of Education
Department of Health, Education and Welfare
Room 300-82 A
400 Maryland Avenue, S.W., Washington, D.C.
Telephone No.
Area of Responsibility:
    a) Principles and Procedures in Teaching Disadvantaged Children.
    b) Supervision of Instruction and the Education of Disadvantaged Children, Including Parent-School Relations.

6. Dr. Kara V. Jackson
Professor of Education
Grambling State College
Grambling, Louisiana
Telephone No.
Area of Responsibility:
The Educational Needs of Negro Pupils in Leflore County.

7. Dr. Arlynne Lake Cheers
Professor of Education
Grambling State College
Grambling , Louisiana
Box 533
Telephone No.
Area of Responsibility:
The Educational Needs of Negro Pupils in Leflore County.

8. Dr. Ethel Thompson
Former, Director of Kindergarten and Early Childhood Education
National Education Association
5411 Eleventh Road, N.
Arlington, Virginia
Telephone No. 703-538-2787
Area of Responsibility:
Early Childhood Education in Leflore County

9. Dr. Macie K. Southall
Former, Professor of Elementary Education
George Peabody College for Teachers
Nashville, Tennessee 37203
Telephone No. 615-291-2538
Area of Responsibility:
The Elementary Instructional Program of Leflore County

10. Dr. Herman L. Frick
Head, Department of Administration and Supervision
School of Education
Florida State University
Tallahassee, Florida 32306
Area of Responsibility:
Basic Concepts in Planning the Curriculum for Grades Seven Through Twelve, Leflore County Schools.

11. Dr. Elizabeth E. Hunt
Specialist in Industrial Arts K Through Grade Six
State Department of Education
225 West State Street
Trenton, New Jersery
Area of Responsibility:
Industrial Arts in the Elementary School.

12. Dr. Roy W. Roberts
Former, Head of Vocational Teacher Education
School of Education
University of Arkansas
Fayetteville, Arkanasa 72701
Telephone No. 501-442-6574
Home: 217 East Lafayette Street, Fayetteville, Arkansas
Area of Responsibility:
a) Industrial and Practical Arts in the Leflore County Schools.
b) Vocational Education in Leflore County Schools.
c) General Adult Education Through the Leflore County Schools.

13. Dr. E.F. Mitchell
Head, Industrial and Occupational Education
Mississippi State University
P.O. Drawer NU
State College, Mississippi 39759
Telephone No.
Area of Responsibility:
a) Industrial and Practical Arts in the Leflore County Schools
b) Vocational Education in Leflore County Schools.

14. Dr. William S. Haynie
Former, Supervisor of Fine Arts Curriculum
Mississippi State Department of Education
Presently, Mississippi Representative of Holt,Rinehart and Winston, Inc.
4640 Harry Hines Blvd.
Dallas, Texas 75235
Telephone No. 214-MEI-6910
Area of Responsibility:
The Fine Arts Curriculum in the Leflore County Schools.

15. Dr. Curtis P. Ramsey
Director, Learning Resources Center
George Peabody College for Teachers
Nashville, Tennessee 37203
Telephone No. 615-291-1500
Area of Responsibility:
Instructional Materials and Media in Leflore County Schools.

IV. THE REPORTS OF CONSULTANTS AND ADVISORY SPECIALISTS RESUME'S AND RECOMMENDATIONS

In all, there are 17 reports from consultants and advisory specialist. These reports have been organized into 12 categories according to areas or problems with which they are concerned.

For these reports, according to areas of concern, a resume' and recommendations are presented below.

The full report of each consultant or advisory specialist is in bound form and on file in the office of the Superintendent of Education, Leflore County Schools. Copies have been filed with the Office of Education and the Mississippi State Department of Education, Administrator of Title III, ESEA, Jackson, Mississippi. Copies are available to others upon request to the Coordinator of Title III, ESEA, Leflore County School District, Educational Services Center, Greenwood, Mississippi 38930, at cost, not exceeding $2.00 per volume (12 volumes).

CHAPTER II

VOLUME I - SOCIOLOGICAL CONSIDERATIONS

SOME SOCIOLOGICAL FACTORS RELATED TO EDUCATION IN LEFLORE COUNTY

Roscoe A. Boyer

Resume'

The survey of rural life in Leflore County, Mississippi, was made so that problems of rural youth could be defined in behavioral terms and documented so that these needs could be attacked more vigorously than has been done in the past. Specifically, the survey attempted to use indigenous persons to collect information about the problems and potentials of rural youth, to use this information to assist in the preparation of future instructional and research proposals, and to help mobilize the resources that are needed to support a total educational program.

To accomplish these objectives, consultants, representing both private and public institutions of higher learning and service agencies from 12 States assisted local committees identifying concerns, translating these concerns into questionaire items, and instructing indigenous persons on how to administer the questionaire. All work was accomplished during the 1967 and 1968 calendar years and usable data were obtained from 1496 Negro respondents who were identified as the head-of-the-household.

Some of the major findings of the survey were:

1. In the majority of residences surveyed, atypical family conditions were found to exist. Approximately one home in five had a woman as the head-of-the-household.

2. The mean number of children attending school from each household was 3.3.

3. Most all of the people in rural Mississippi associate themselves with a church with one family in twelve having no affiliation.

4. More than half the houses have four rooms or less. On the basis of averages, it is expected that seven people will be living in each house and of this group, three are of school age, and one is pre-school age. Continuing this line of thought, there are approximately two persons living in each room in the whole rural area.

5. Almost half the homes in rural Mississippi have no toilet of any kind, outside or inside.

6. Almost half the first born children in rural Leflore County were born when the mother was 17 years or younger.

7. A total of 1 15 children of school age who were not attending any school was identified.

8. Employment patterns were confusing. Nevertheless, there are many indications that approximately half of the heads-of-households are unemployed.

9. A great majority of the houses was neither rented nor owned but simply existed as a shelter with few aids that would contribute to the welfare of the residents.

10. Approximately one third of the heads-of-households is illiterate. When the implications of these data are supplemented with the fact that there is an almost total void of reading materials in the home and that almost 90 percent of the homes had television, practically all the communication is limited to rural information.

A few of the facts of the survey revealed the following information:

1. 63 Percent live in home of four fooms or less with from one to fifteen children.
2. 40 Percent of the homes have no sewage disposal.
3. 34 Percent have only an outside privy for sewage disposal.
4. 26 Percent have a cesspool or septic tank for sewage disposal.
5. 75 Percent of the home have no inside plumbing.
6. 10 Percent of the people own their homes.
7. 22 Percent rent their homes.
8. 66 Percent live in homes on the plantation where they used to work. The owner lets them live there at no cost, but as soon as the house is vacated, he either tears it down or burns it.
9. 30 Percent of mothers never married.
10. 40 Percent of parents never attended school or, if they did, they dropped out by age 12.
11. 12 Percent of mothers had their first child at age 15 or under.
12. 37 Percent of mothers had first child at age 16 or 17.
13. 60 Percent of homes have no literature, other than comic books.
14. 70 Percent of the children have never visited a zoo.
15. 93 Percent of the children have never visited a museum.
16. 25 Percent of children go to school without breakfast.
17. 37 Percent of families have from one to ten children who have left the State for educational or employment reasons.

Recommendations:

Some of the more general recommednations are:

1. Top priority should be given to designing an after school system that will provide facilities for children to study and to participate in some form of recreational program. Most homes have neither the space nor an adult who can help in any type of an educational program. One alternative would be to create an after-school plan with emphasis upon individual study and community and personal health.

2. Leflore County needs six additional special education teachers and one supervisor to provide a program for the children who are of school age but are not in school.

3. Leflore County Schools should consider developing an instructional program that begins with rural learning because printed information in any form is almost non-existant in most of the homes throughout the county. In other words, initial instruction would be based on learning without words and without printed materials.

4. Effort should be made to acquaint and to involve local citizens in the educational programs. The use of radio and television should be explored.

5. A follow-up study should be made of the extreme cases as identified in this survey; for example, the homes having three rooms with 12 persons and no water, serving daily two meals or less prepared in a fireplace.

6. Leflore County Schools should consider establishing a system coordinating adult (parental) health and welfare programs with the school educational program.

SOME EDUCATIONAL IMPLICATIONS OF SOCIOLOGICAL FACTORS IN LEFLORE COUNTY

Joseph M. Garza

Resume'

This report was based upon a review of the report on Sociological Factors Related to Education in Leflore County and of previous research conducted elsewhere on populations of similar conditions and characteristics.

Resommendations:

1. A system of pre-school training (pre-school and kindergarten) should be immediately instituted.
2. A parent education program (an aspect of general adult education and related to "1" above) is a grave necessity.

VOLUME II - HOLDING POWER AND DROPOUTS

THE ESTIMATED HOLDING POWER AND NUMBER OF DROPOUTS; LEFLORE COUNTY SCHOOLS

Hazen A. Curtis

Resume'

The number of drop-outs and holding power of the Amanda Elzy School and of the Leflore County School were estimated on the basis of the total annual enrollment data of each school over the period beginning with the school year 1960-61 and ending with the school year 1967-68.

The causes of pupil leaving a given school may be classified under two headings. The first includes those over which the school has no control, such a net migration, mortality, and permanently disabling disease and accidents. The effect of this class of factors is expressed as a stability index which will be less than 1.00 if there is a net loss and greater than one if there is a net gain. The second cause is dropping out of school, which means that the pupil is not in attendance and has not graduated from High School. The holding power of the school is defined as the percentage of those estimated to be living in the school service area or elsewhere who have not actually enrolled in school since leaving the school under study. It excludes those who have withdrawn from school because the family has moved, or the child has died or become totally incapacitated.

The stability indices, the number of drop-outs and the holding power on a year-by-year basis are presented for each school separately. Each will be discussed briefly.

THE AMANDA ELZY SCHOOL

ESTIMATED STABILITY INDICES, HOLDING POWER, AND DROP-OUTS IN THE AMANDA ELZY SCHOOL, 1960-61 TO 1967-68

Colums							
1	2	3	4	5	6	7	8
		Grades 4-6		Grades 7-9		Grades 10-12	
School Year	Gr.1-3 Stability	Hold Power	Drop-outs	Hold Power	Drop-outs	Hold Power	Drop-outs
1960-61	95.21	1.00	0	.94	59	.95	24
1961-62	77.70	1.00	0	1.00	0	.97	13
1962-63	90.70	1.00	0	.90	121	.92	37
1963-64	86.90	1.00	0	.90	123	.79	104
1964-65	87.39	1.00	0	.86	169	.78	114
1965-66	87.17	1.00	0	.91	105	.79	115
1966-67	88.47	1.00	0	.89	123	.83	96
1967-68	88.31	1.00	0	.94	70	.94	35

The stability indices show that in 1960-61, this school community lost more than 21% of its primary level pupils and in 1961-62 more than 30%. The conditions that stabalized at about a 14% loss each year for the next five years. There was a small increase in the number remaining in 1967-68. The analysis of the intermediate grade enrollment established the fact that the families of the young children were emigrating at higher rates than were the families of older children. The effect of this emigration in the primary grades was to reduce the enrollment from 3128 in 1961-62 to 2039 in 1967-68, and a school was added to the attendance area in the interim. The implications of this population loss should be carefully considered in the planning for this school.

THE LEFLORE COUNTY SCHOOL

ESTIMATED STABILITY INDICES, HOLDING POWER AND DROP-OUTS IN THE LEFLORE COUNTY SCHOOL, 1960-61 TO 1967-68

Colums

		Grades 4-6		Grades 7-9		Grades 10-12	
School Year	Grade 1-3 Stability	Hold Power	Drop-outs	Hold Power	Drop-outs	Hold Power	Drop-outs
1960-61	106.06	.93	23	.89	30	.75	48
1961-62	98.90	.98	7	.94	17	.84	27
1962-63	101.26	.92	26	.95	13	.97	5
1963-64	93.76	.95	17	.97	8	1.00	0
1964-65	92.83	1.00	0	.99	2	1.00	0
1965-66	91.98	1.00	1	1.00	0	.93	13
1966-67	92.87	1.00	0	1.00	0	.96	7
1967-68	79.20	1.00	0	1.00	0	1.00	0

The fluid enrollment conditions in this relatively small school most likely impaired the accuracy of the estimates presented. The data indicated that the problem of drop-out in this school was real during the early years covered in this report. They also indicate that the problem has not been particularly significant since the beginning of the 1964 school year, with the possible exception of 1965-66 and 1966-67 at the senior level.

Summary

There are marked differences in the stability indices and holding power of these two schools, reflecting relatively poor status of the Negro pupils.

Recommendations:

1. There is a need for additional attendance supervision of the social worker type.

2. The chief remedy lies in the improvement of instruction, parent education, general adult education, additional practical vocational education, increased guidance and counseling services, and the addition of special services especially psychological, and special education.

3. A program of pre-school and kindergarten education is needed.

4. There is need for a general supervisor of instruction to give attention to overall objectives and classroom teaching, and to unify the objectives of the various instructional specialists on the staff.

VOLUME III - PUPIL ACHIEVEMENT

DISTRIBUTION OF PUPILS IN TWO LEFLORE COUNTY SCHOOLS ON THE BASIS OF ACHIEVEMENT

Hazen A. Curtis

Resume':

The purpose of this study was to describe the student bodies in each of two Leflore County schools in terms of their academic achievement in the principal subject matter areas. The two schools selected were the Amanda Elzy School and the Leflore County School. Both enroll pupils in grades 1-12 and both have a reasonably stable enrollment pattern in the sense that their attendance areas have been fairly stable over the past few years. The Amanda Elzy pupils are all, or practically all Negro and the Leflore County School pupils have been principally white. The information supplied by members of the Leflore County Administrative and Supervisory Staff indicated that the one is reasonably representative of the local schools enrolling principally Negro pupils and the other of the local schools enrolling principally white pupils.

The analyses upon which this report is based were made for each school, separately. The results were presented for each school, separately.

The report is based upon an analysis of the scores of a sample of the pupils who participated in the May, 1968, testing program of Leflore County. This program included the Metropolitan Achievement Test Battery in the lower grades and the Iowa Test of Educational Development (ITED) in the high school grades. It also included tests of general academic ability, but these results were not considered by

this investigator for two reasons. The scores were not presently in a form which would make meaningful analysis possible, and the well known correlation between ability and achievement would lead to a certain redundancy if both were considered in this type of study. In addition, the achievement of pupils in basic subject areas is generally perceived by most people involved in educational planning as being more central than is the general ability of the pupils.

The pupil population in each school was sampled by selecting for study grades 1, 4, 7, 9 and 11 of the Amanda Elzy School and grades 1, 4, 7, 9 and 11 of the Leflore County School. Grades 1, 4 and 7 represent the elementary portion. The pupils in grades 1, 4 and 7 were administered the Metropolitian Battery and hence can be examined sequentially to determine trends, using the same basic measuring instrument. Grades 9 and 11 can be examined in the same manner because they were administered a common test. The systematic differences between the two tests make comparisons between grades 7 and 9 very hazardous and the writer suggests that they not be made except in the most general terms.

The Findings

This report was organized as parallel reports of two individual schools on the assumption that the achievement patterns were indeed different. The preceding analyses have supported the validity of that assumption. This report will conclude with a broad, general summary of each school separately and a section of suggestions for utilizing test results that may be equally applicable to both schools.

In a broad general way, we may view the achievement of the pupils in a grade, or of the pupils in a subject area over all grades in terms of the performance at the median. This means that in each case we examine the point in each scale above which, and below which, 50% of the pupils scored. The implication is not made, and the inference should not be drawn, that all pupils should score at, or above this point. It is the point that best describes the general achievement of a grade, or of the pupils in all grades studying a particular subject. It offers those responsible for instructional planning a convenient way of viewing a situation and a basis for deciding whether or not to take some type of action, or to permit the existing situation to continue. Those situations in which progress is quite normal will most likely be considered less pressing than those in which median achievement is low.

Median achievement tables will be presented for each school and these will be followed by a few general suggestions.

Amanda Elzy School:

Table I below reports the medians of grades and of subject areas for the Amanda Elzy School. The entries in the body of this table indicate that the median of the score distributions in each subject in each grade ranged from the seventh to the twenty-eighth percentile. The botton line of the table shows that the median of the median subject matter scores in each grade ranged from the ninth to the eighteenth percentile on the pupil percentile scale. This should not be interpreted as meaning, for instance, that the fourth grade at this school scored at the ninth percentile of the fourth grades of the nation because the publisher did not publish a distribution of schools. It does, however, furnish a way of looking at the median performance over all subjects.

The right hand column reports the median achievement in each subject area over all grades. It should be interpreted as explained above. The data in this column may be used to rank the subject areas on the basis of the achievement of the pupils in all grades. These data suggest that Arithmetic Computation is probably the weakest and Social Studies probably the strongest.

If a single index of the general, overall status in this school is ever needed, the entry in the lower right hand corner constitutes the broadest possible summary. It indicated that the median achievement of all pupils, in all subjects, in all grades reported was the fourteenth percentile. This is a kind of central point from which grades, subject matters and pupils are distributed.

TABLE I

MEDIANS OF GRADES AND OF SUBJECT AREAS
OF AMANDA ELZY SCHOOL[1]

Subject Area	Grades 4	7	9	11	Median Scores
Vocabulary	09	09	15	14	12
Reading	13	08	18	17	15
Language	07	07	09	26	08
Social Studies		10	17	25	17
Science		09	28	09	09
Arithmetic Computation	07	08			07
Arithmetic Problem Solving & Concepts	09	09	21	19	14
Median Score	09	09	18	19	14

[1] The norm for this table is 50 for each cell.

Leflore County School:

Table II below reports the medians of grades and subject areas for the Leflore County School. This Table indicated that the median of the score distributions in each grade over all the subjects included in this testing program ranged form 19 in grade seven to 63 in grade one. Three grade medians were above the publishers' norm group medians, and the seventh grade was definately below that standard.

Viewing this Table by subject areas, the median pupil, taken over all grades tested, scored above the theoretical national median in Arithmetic Computation, Science, Arithmetic Concepts and Problem Solving, and Vocabulary: practically up to the median in Reading and Social Studies; and definately below the median in Language. The order of achievement was in the order given in the sentence preceding.

If any useful purpose is to be served by citing a single index of the achievement level in Leflore County School, the entry in the lower right corner of this table is the most appropriate. It is the 52nd percentile. More importantly, this table points out the subject area, namely language, and the grade group, namely the seventh that would seem to be in the greatest need of attention.

TABLE II

MEDIANS OF GRADES AND OF SUBJECT AREAS OF LEFLORE COUNTY SCHOOL

Subject Area	Grades 1	4	7	9	11	Median Scores
Vocabulary	63	52	43	40	55	52
Reading	39	49	27	50	50	49
Language		62	32	33	32	33
Social Studies			22	48	57	48
Science			31	57	59	57
Arith. Computation	69	61	29			61
Arith. Problem Aolving & Concepts		51	28	58	66	55
Median Score	63	52	29	49	56	52

1. The norm for this table is 50 for each cell.

General Conclusions:

The data presented in the two tables reflect great differences between the achievements of white and Negro pupil. The difference is represented by comparing 14 for Negro pupils to 52 for white pupils.

Recommendations:

While it should not be the function of a testing program to dictate the content of the curriculum or the methods of instruction, it can yield information which should contribute to professional planning and decision making. The greatest contribution can be made when the test scoring agency provides an item analysis in addition to a total score. The item analysis is simply a report of the number and percentage of the pupils taking the test who marked each response to each question.

Teachers can take a copy of the test and classify the questions in somewhat the following manner:

Items

	In. Curric.	Not In
Should be taught	1 3 8	5 7
Should not be taught	2	6

By simply recording the item numbers of a test in the proper cell of the Table above, a good idea can be obtained about how well the test fits the present curriculum and how well it would fit a new curriculum that may be developed. The above entries for an hypothetical eight item test shows that items 1, 3 and 8 represent knowledge, concepts or skills that are in the curriculum and should be taught: that items 5 and 7 represent knowledge, concepts or skills that are not in the curriculum, but should be: that item 2 represents knowledge, a concept or a skill that is in the curriculum, but should not be: and that item 6 represents knowledge, a concept or a skill that is not and should not, be in the curriculum.

The percentage of the pupils answering each question correctly may be added as a decimal to each question number thus: 1.85; 2.35; -- 6.10, 7.42 ---. These should be read: Item 1 (which is in the curriculum and should assist the teachers in identifying strengths and weaknesses in the instructional program.

VOLUME IV - EDUCATION OF DISADVANTAGED CHILDREN

THE EDUCATIONAL NEEDS OF NEGRO CHILDREN IN LEFLORE COUNTY

Kara V. Jackson

Resume'

This report takes cognizance of the marked changes in the Leflore County Schools during recent years and related those changes to the current needs of the population displaced by modern developments in agriculture. The point of view is that the instructional program should be based on the family, economic, cultural, psychological, and emotional needs of the children involved.

A significant quotation epitomized the contribution of this consultant to subject under consideration:

Every school in Leflore County is responsible for training each of its students for a new job. The program at some point should go even further and tell him where he can get the job for which he is prepared, what the pay will be, where he will have to live, and what the probable cost of living will be. Not every boy and girl growing up in rural Mississippi wants to move to the city, nor should they have to migrate merely because they don't know what else to do. The way to attack this problem is already under way in the schools and community. For example, the students enrolled in vari-type printing classes, in shoe repair classes, in masonry classes, etc. have the opportunity to master skills needed for existing jobs in any community, rural or urban, large or small. If the people in Leflore County are allowing employment in agriculture, livestock, forestry, mining and fisheries to decline faster than new jobs are being created in the construction, manufacturing and service industries, they must awaken to the sweeping changes in our rural economy. No one can climb out of poverty unassisted by the local community. All too often we see that our Negro youth who move from farm to city, or farm to non-farm merely transfer their problems and their poverty. There is absolutely no question about the desirability of providing adequate job-oriented training opportunities for disadvantaged boys and girls throughout every level of the school. Benefits to the individual, to the community and to society far exceed the costs of offering these training programs.

Recommendations:

Two recommendations for immediate action are made:

1. Place into operation through adequate staffing an active vocational counseling and guidance program for each of the eight school centers in the county school system.

Counseling and guidance services are designed to prevent the misallocation of human resources because of the school's neglect of their personal, social, educational and vocational deveoplment. Many rural students drop out of school for a lack of guidance and counseling services. The gaps between elementary, high school, college and jobs are very wide for rural people. A good guidance and counseling system in both the elementary and secondary schools will be drastically different from what exist in the present set-up here and there across the nation. A system that is much more innovative and creative must be developed.

2. Improved In-service education of teachers is a prime necessity for Leflore County.

One must thoughtfully examine both the existing and proposed new approaches for training teachers for Leflore County. Culturally and economically children have a right to be taught well whatever it is they need to know, and teachers, generally speaking, are not doing this because they don't know how.

THE EDUCATIONAL NEEDS OF NEGRO PUPILS IN LEFLORE COUNTY

Arlynne Lake Cheers

Resume'

This report was based on school visitation and interviews with teachers, principals and coordinators. The findings are chiefly reflected in the recommendations that follow.

Recommendations:

1. The present program should be evaluated in terms of its effect on pupil achievement.

2. A Director of Curriculum should be added to the central staff.

3. Provision should be made and programs initiated to bring about parent involvement in the school program.

4. Recoganize instructional responsibilities so as to utilize the strength of each teacher. Use non-traditional methods and ignore grades.

    a. Use teachers who have strong interrelationship capabilities as homeroom teachers and parent liaisons.
    b. Use the strongest teachers as master teachers, or heads of teams of teachers who employ large-group-small-group techniques with pupils grouped according to their needs.
    c. Use pupil achievement as a reference point and survey the teacher capability status and discover teaching strategies.

Three programs should be initiated:

Program I - Pre-school Facilities and Activities

Program II - Auxiliary Education Program

Program III - A Mobile Fine Arts Program.

PRINCIPLES AND PROCEDURES IN TEACHING DISADVANTAGED CHILDREN

Elizabeth W. Sutton

Resume'

1. The disadvantaged child, as do all children, grows and matures physically, socially, mentally, and emotionally in terms of characteristic patterns of growth and development. Differences found are likely to be differences of degree resulting from their cultural pattern of living.

2. Like all children, as the disadvantaged child grows, he is forming a picture of himself, of the kind of person he is, of the things he can and cannot do, of the kind of person he can eventually hope to become. This picture, his self-concept, the way he sees himself and others will determine greatly his success or failure in school or in life.

3. The disadvantaged child, as do all children, has special strengths abilities, experiences and interests which should be identified and taken into account in teaching him.

4. The disadvantaged child, because of his curtural pattern of living has had unique work experiences on which we may capitalize in teaching him. More than likely he has picked up scattered bits of information about the growth and processing of various agricultural crops grown in this county, particularly those of cotton and of soy beans.

5. The disadvantaged child needs to develop the same kinds of skills, understanding, appreciations, and attitudes as do all American children. However, because of his culturally different background, as

well as the inadequacies of his experiences, he has distinctive and unique needs to which immediate attention should be directed. Along with the fundamental skills of literacy, the disadvantaged child needs educational experiences directed toward improving his life now - immediately - as well as to "open vistas" to him for continuous learning and for a successful, satisfactory way of earning a living in the future.

6. If schools today are to meet the needs of disadvantaged children, it seems imperative that immediate consideration be given to the modification of curriculum content, to the modification of instructional and school organizational patterns, to the careful selection and modification of materials; yes, and to the development of instructional materials tailored more nearly to his experiential background and interests. (Curriculum Content)

The disadvantaged child is likely to need-

1. Basic concepts and habits of good health and of healthful living.
    a. Food and nutrition
    b. Personal cleanliness, grooming and appropriate dress
    c. Rest, relaxation, and play. (sleep and rest needed; desirable conditions and clothing; development of hobbies)
    d. Living happily with family and friends
    e. Sanitation
    f. Communicable diseases
    g. Safety and first aid
    h. Community health services
2. Competencies in performing home tasks.
3. Knowledge of and desirable attitudes toward public agencies, organizations, institutions and of their programs and services.

4. Basic economic concepts.
5. Basic concepts of privileges and responsibilites of American citizenship.
6. Knowledge of desirable attitudes and appreciations for the "world of work."

VOLUMN V - SUPERVISION OF INSTRUCTION IN TEACHING DISADVANTAGED CHILDREN

SUPERVISION OF INSTRUCTION AND THE EDUCATION OF DISADVANTAGED CHILDREN, INCLUDING PARENT-SCHOOL RELATIONS

Elizabeth W. Sutton

Resume'

The purpose of this report is to present some of the salient strategies which may be employed to improve the instructional program for the disadvantaged children and to improve the quality of supervision to effect a more relevant educational program for children, youth, and adults in Leflore County. The author of this report subscribes to the philosphy as reflected by the educational leadership of this school system; i.e., that the purpose of the schools is two-fold: (1) To provide those relevant educational experiences which will insure the maximum development of all children and youth enrolled, and (2) To provide parents and other citizens of the community with practical, meaningful experiences which are designed specifically to elevate the quality of living. Hence, this report also indicates some of the ways in which schools may involve parents not only for the purpose of enhancing the school program but for the purpose of upgrading the general education and welfare of adults.

This report consists of three divisions:

I. Introductory Comments

II. Improvement of the Instructional Program for Disadvantaged Children

III. Improvement of Supervision.

The introductory comments reflect the consultant's general reaction to the Leflore County School situation and to the educational leadership. In considering the improvement of the instructional program for the disadvantaged the writer recommends selected strategies which may be employed to supplement and reinforce the current program. These are organized under four headings: (1) Revision of curriculum content, (2) Selection, adaptation, and development of more appropriate instructional materials, and (3) Revision of instructional and organizational patterns.

To consider the improvement of supervision, selected strategies are recommended which deal with both the content and process; i.e., the "what" and the "how". Attention is directed to those supervisory functions which appear to be of high priority and to some of the ways in which these functions may be of high priority and to some of the ways in which these functions may be implemented effectively. The suggested strategies for parent-school relations are interspersed throughout the report. Finally, the report includes a list of a few selected references which provide further information on recommended changes.

Strategies recommended for the stated purpose of this report cannot be neatly packaged. Indeed, they are interrelated; and, in the process of implementation, each supports and reinforces the other. All should contribute to staff development which is a primary function of supervision and on which the success of the program depends.

Furthermore, it is recognized that all strategies recommended cannot be employed immediately. A more logical approach is to envision this as a long-term, carefully-planned program which demands systematic evaluation and revisions as it is implemented. Patience, experimentatin, and the acceptance of errors are important elements.

Recommendations:

To deal more effectively with the educational challenges in Leflore County, it is strongly recommended that general supervision; i.e., educational leadership that is increasingly more concerned with all the factors in the school, home, and community that effect the growth and development of children, youth, and adults served by the school system be instituted immediately. It seems imperative that:

1. Supervision be conceived as a facilitating process in which all school personnel, and parents at appropriate points, are involved in cooperative endeavors to improve the quality of learning and living of the children, youth, and parents;

2. Continuous attention be directed to insure that supervision is a more cooperative, democratic, creative, and experimental process;

3. Supervision be directed toward the attainment of the goals and objectives of the educational system.

Accordingly, it is recommended that a Director of Instruction or a General Educational Coordinator) be employed immediately. Freed of administrative duties, this person should be responsible for coordinating all leadership functions. It is also recommended that the subject area supervisors function as general supervisors, each contributing at appropriate points according to his special expertise in his subject area as it relates directly to the educational objectives. Furthermore, it is recommended that school principals function as supervising principals and receive the necessary in-service training which will enable them to function more effectively in this role. As soon as possible, the Board of Education should provide more clerical and administrative assistance for principals so that they may be relieved of such routine details.

Priority should be given to the following kinds of supervisory functions:

1. The development of educational goals and objectives for Leflore County Schools and for the learners;

2. The improvement of instructional techniques;

3. The revision of curriculum content to insure the provision of those educational experiences necessary for attainment of objectives;

4. The evaluation, selection, modification, and development of more appropriate instructional materials;

5. The involvement of parents for the purposes of
    a. Providing relevant experiences for them , and
    b. enhancing the school program;

6. The planning and conduct of experimental programs and of research;

7. Provision of continuous experiences for staff development and

8. Continuous leadership to such innovations or changes agreed upon as a result of this planning project.

The important first function for which the supervisory staff may take the leadership is the establishment of over-all educational goals for the county school system. The professional staff, under the leadership of the superintendent should develop these goals. At least, the county board and the Superintendent should endorse them. After the adoption of such goals, the supervisory staff assumes the leadership for translating these goals into more precise educational objectives which will give direction to the selection of educational experiences for the learners. In the development of these goals and objectives, the focus should be: "What kinds of human beings do we want to produce?"

rather than "What knowledge is of most worth?"

To carry out these leadership functions more effectively, it is recommended that the supervisory staff, under the leadership of the general educational coordinator, spend much time in planning and in developing a common conceptualization on such matters as the following:

1. The disadvantaged of Leflore County-

What do we really know about the children and their parents? What are the facts as revealed by the 1967 survey? How can we best learn more? What do we need to know? Can we not make home visits? Involve teachers in making more home visits? How do we make effective home visits? How do we identify the real concern of the parents? What can we learn from observing parents and children at home? At work? At Church? At other places? Can we not ride the school bus occasionally for the purpose of talking with the children and of observing home conditions?

2. The educational objectives and further implications for problem-oriented learning experiences based on new insights-

As educational leaders should we not continuously study children and seek to gain deeper insights into their needs strengths? How may we help teachers to capitalize on these strengths?

Do we assist schools in providing various kinds of first-hand problem-oriented experiences which relate specifically to the educational objectives? Are we helping teachers to use these meaningful learning experiences as a basis for teaching skill subjects? Are we helping teachers to use textbooks as tools rather than as the curriculum? Am I helping teachers identify evidences that children are learning? Etcetera

3. Redefining supervision-

What is our point of view about supervision? What are the principles to which we subscribe in our operation? How may we work more effectively as a team? Should we not develop our strategies for cooperative ways of working? Do we not need many task forces or oommittees charged with specific responsibilities? Who best on our staff can assume the leadership for each of these committees? Can we have at least one representative from each school on each committee? Will it not be more effective if the school representative apprise his faculty of the committee's work and involve other faculty members in the task? Can we not arrange for the supervisory leader to be present at appropriate points in order to support the teacher committee member?

4. The learning process-

How do children learn best? How do disadvantaged children learn best? What does research offer? Can we not disseminate this information to all school personnel? But, should we not involve them in this process of finding out? Will a news-letter help?

5. The teaching process-

What do we know about teaching what is effective? Does not the classroom environment effect teaching and learning? Can we demonstrate different classroom environments that more nearly approximate learning laboratories for children? Etcetera

6. Classroom visitations-

How do we make our visits more helpful to the teacher? Should we not pre-plan the visit with the teacher? Should we not arrange a follow-up conference with the teacher? Do we accept each

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~~concern as~~ expressed by the teacher as an important concern to us also? Do we begin on the problem as identified by the teacher?

The above topics and questions indicate a few ways in which the leadership functions may be implemented effectively. Most importantly is the involvement of school personnel in all endeavors. In turn, each experience will contribute to staff development. (selected references, Item numbers 1, 4, 5, 6, 7, 11, 12, 13 in the main body of the original report)

VOLUME VI - EARLY CHILDHOOD EDUCATION

EARLY CHILDHOOD EDUCATION IN LEFLORE COUNTY

Ethel Thompson

Resume'

This report is based upon school visitation, interviews with first and second grade teachers, the school social workers and members of the central staff.

Leflore County has had some experience with pre-school education. For two years the Headstart program operated in Leflore County. Tragically, the program was shut off because of "insufficient desegregation". The primary teachers agreed and were emphatic in their opinions that this program made a very great contribution to the sucessful entrance of children into the regular school program. All teachers want the program resumed, but under public school auspicies.

An evaluation of the present school program as it relates to pre-school education and an evaluation of the restrictive influences operating against a successful undertaking of pre-school education are presented.

Recommendationz:

Get Headstart Operating Again.

To initiate nursery and kindergarten education in Leflore County it is recommended that work be started immediately on the preparation of a course of study for the young child. This would present objectives, materials and experiences, techniques, timing, room arrangement, evaluation, and parent relations. Although each teacher would plan her program to fit the needs of the children in her group, there should be common elements in the programs being offered throughout the county.

It is also suggested that pilot classes be set up to try out the curriculum, materials, and different use of aids, techniques and procedures. These pilot classes would also serve as observation posts and practice centers for the colleges engaged in the preparation of teachers of young children.

The experiences from Project Head Start and the summer migrant education program provide for Leflore County a start in early childhood education. The success of these projects should lend encouragement to their extension. The need is great. The road blocks may seem insurmountable. But the will to do, the openness of school leadership to attempt new things, the fine professional spirit of all the staff and the know-how of the Instruction Center staff suggest that Leflore County Schools will meet their problems and will provide ways of getting good educationa for the children.

VOLUME VII - ELEMENTARY INSTRUCTION

THE ELEMENTARY INSTRUCTIONAL PROGRAM IN LEFLORE COUNTY

Macie K. Southall

Resume'

The elementary school instructional program was examined in the following aspects, the present program evaluated and the essential elements of a program to serve Leflore County presented:

1. Reading
2. Speaking, Writing, Spelling
3. Mathematics
4. Social Studies
5. Science and Health
6. Art
7. Music

Recommendations:

1. Recognizing that the earliest and most important education takes place in the home and that the parents of the great majority of the children of Leflore County are educationally disadvantaged, a very comprehensive experimental parent-adult education program is an imperative.

2. Since the earliest years are the most important for education and children as early as three years of age profit from group education, public kindergartens for all the county's children and nursery schools for those whose mothers work are strongly recommended.

3. Because of the special instructional needs of most of the children, class size should be reduced at all elementary levels with the maximum number being 15 children per teacher in the kindergarten,

20 in the primary grades, and 25 in the upper grades, with one or more paid aides per room in order to give additional help to retarded children and to supply remedial teaching when first needed or at the beginning and throughout the school year.

4. Considering the previous experiences of the staff and the special needs of the children and their parents, in-service education is recommended for all teachers and supervisory personnel in the following areas: how children learn and the factors affecting the learning of disadvantaged children and what methods and materials and school organizations are best suited for compensatory education. Such in-service education should not only include the usual in-service techniques but make it possible for the teachers to observe the best teaching in their region and for representative staff members to visit the best compensatory educational centers in the U.S.A., especially those for children with a poor rural education background.

5. In view of the exceedingly large number of retarded readers each school library needs a wealth of easy reading material which is on the interest level of all ages. The teachers should be encouraged to use more trade books in the classroom, not only to supplement textbooks but frequently to take the place of textbooks, especially for retarded children in grades four through six. Sufficient space and trained personnel need to be provided to extend the present libraries into a learning resource center which will house adequate amounts of the best multisensory learning aids.

6. To meet children's need for rich first-hand experience many well planned field trips are needed for the younger children within the

community and for the older children within the local community and other nearby communities containing informational and cultural centers.

7. In many of the classrooms the immovable furniture needs to be made movable and the children grouped and regrouped according to their activities, with each grouping being for a specific learning purpose.

8. Display areas for exhibiting children's work, especially their creative work, should be expanded and their art work placed in open-end frames to increase the attractiveness of the halls, the library and the multi-purpose room.

9. Since these displaced rural children require many more concrete experiences than most children, the teachers need to be encouraged and assisted in freeing themselves from their over-dependance on text books and work books which are too hard for most and often uninteresting to all. Only teachers can free themselves, for such freedom requires a basic knowledge of the essentials to be taught whether the context be geography, phonics, or any other subject. It also requires a great deal of time to find suitable sources and to prepare the practice material needed. Therefore it is recommended that the teachers not only have the research assistance of librarians but that of instructional secretaries who can prepare and duplicate materials for busy teachers attempting to individualize instruction.

10. Probably the greatest need of Leflore County is for an unusually well-prepared, experienced curriculum director who can and will furnish the leadership necessary to develop an experimental but sound curriculum guide and coordinate the services of the various subject-matter supervisors, especially in-service training to the elementary teachers in meeting their unusually difficult teaching tasks.

VOLUME VIII - THE FINE ARTS CURRICULUM

THE FINE ARTS CURRICULUM IN LEFLORE COUNTY SCHOOLS

William S. Haynie

Resume'

Many children, especially Negro children, have but few "cultural" opportunities in their homes. Homes are indeed rare which have a record player, a record collection, suitable books, or objects of art.

Opportunities for attending concerts, legitimate theater, and art exhibits are very limited and for nearly all of Leflore County rural Negro children not available in any degree.

There are some positive factors in Leflore County which are already bringing about improved cultural and educational opportunities. The presence of a four-year vocational college in Leflore County augurs well for young parents. Many of the graduates are entering professional fields, especially teaching. (This makes it even more imperative for all levels of education to provide cultural opportunities). Although many "poor" families manage to buy television sets, children are seldon encouraged to be discriminating in their viewing and listening. In fact, many programs on television are culturally degrading and, according to some studies, may lead to undersirable attitudes and behavior.

Recommendations:

1. The most obvious need in the school is a series of books and records that will provide a basic music program, enriched by an emphasis on the "allied arts."

2. In-service training for teachers is very important. Refresher courses in music, art, drama, etc. should be encouraged. All teachers should be required to have at least one basic course in "humanities."

3. The college at Itta Bena should be encouraged to offer a course with substantive cultural content, taught by the most qualified teacher or team of teachers.

4. A consultant in the fine arts should be invited to work with all elementary teachers in the implementation of programs that are built around the materials that are obtained for the "cultrual up-lift" effort.

5. The work of the Greenwood Little Theater in providing performances for the Leflore County Schools is commendable. This should be encouraged and expanded.

6. Mobile art exhibits should be taken to each school from time to time.

7. Each school should be provided with a few quality reproductions of painting, properly framed and exhibited. The art supervisor probably has some excellent ideas on this.

8. Each school should encourage and recognize pupil participation in the creative aspects of all the arts. Special awards could be made for the best drawing, the best original verse, the best musical composition, etc.

9. Efforts should be made to take live concerts to schools. Musical groups (bands, string quartets, vocal ensembles, etc.) from the Mississippi Valley College would probably be glad to work with the Leflore County Schools in a limited number of performances. Application can also be made for live performances by preparing a project and presenting it to the Mississippi State Council on the Arts, P.O. Box 4713, Jackson, Mississippi.

VOLUME IX - THE CURRICULUM - GRADES 7 THROUGH 12

BASIC CONCEPTS IN PLANNING THE CURRICULUM FOR GRADES SEVEN THROUGH TWELVE LEFLORE COUNTY SCHOOLS

Herman L. Frick

Resume':

Central to the achievement of the objective stated in the Title III Planning Proposal is "the development of a comprehensive, integrated and articulated compensatory and therapeutic education program K-12." The purpose of this report is to sketch in broad outline the scope and nature of such a program designed to meet the educational needs of the youth of Leflore County. The development of the details of the program, of necessity, will have to be a major part of operational aspects of the project, and they will change as the culture changes and as personnel operating the program gain new insights and skills through experience, in-service education, research and continuous evaluation of the on-going program.

The report presents the essential findings concerning: (1) the educational needs of youth in Leflore County; (2) some essential facts concerning youth in Leflore County; (3) the scope and nature of the curriculum needed.

Recommendations:

The junior and senior high school curriculums should be organized and administered in three broad but comprehensive areas as follows:

Area 1 - Achieving a System of Values and Positive and Realistic Self-concepts.

Experiences in this curriculum area should be designed to involve youth in responsible and intellectual confrontation of their own reality.

Under the leadership of qualified personnel, the students will study their own situations and prospects; identify and examine the values which matricate their behavior; develop more consistent values which they understand and can accept as adequate guides to more intelligent and productive behavior and establish realistic and achieveable goals for themselves (both immediate and long range)

Area 2 - Achieving an Understanding of Their Cultrual Heritage:

Individuals can participate fully and meaningfully only in a way of life which they understand, and to which they are consciously committed. Hence, all youth need experiences designed to assist them in gaining as much understanding as possible of their cultural heritage --all aspects of the way of life of the society of which they are a part. Children and youth of the rural poor are seriously handicapped in this respect because of the extremely limited content of the subculture which they experience (isolation). The broader, more deeply human aspects of the total culture are beyond their comprehension because of their limited experiences. For the non-poor their experiences of the richer aspects of the culture are often fragmentary, and seldom "intellectualized" or internalized as understandings of a meaningful way of life. And they (the non-poor) usually are protected from experiences which would make them aware of the realities of the kinds of lives lived by the poor.

The content of experiences to be provided in this curriculum area is designed to broaden the experiential base of both the poor and non-poor in the many facets of the total cultural heritage, and to assist them in gaining a broader intellectural understanding of the basic principles and values which undergrid the culture.

Area 3 - Acquiring the Skills Necessary to Participate Effectively In the Culture.

It is common knowledge that by the time they reach high school youth vary widely in their levels of mastery of such basic skills as speaking, reading, writing, and simple computation. Typically the culturally disadvantaged youth is 3½ years, or more, below grade level in reading, and is comparably retarded in other areas involving conceptual skills. Most of the youth in Leflore County fall in the category of the disadvantaged, and available test data indicate that they are seriously retarded in these basic skills areas. At the same time among the non-poor there are also some who are retarded, some who are at grade level, and others above grade level.

A program of in-service education of teachers is an absolute necessity to the implementation of the program herein recommended.

The understandings needed to implement the program recommended here will require an intensive and continuing program of in-service education for teachers. Among other things this program should center attention on studying the sub-culture from which youth come, the perceptions which youth have of their own reality and the reality of others and the motivations of youth; sensitivity training designed to make teachers aware of their own perceptions and behavior in relationship to others - particularly students; and systematic efforts to develop content materials, and plan experiences relevant to the realities of youth in relationship to their learning needs in the world at large.

To implement the in-service program needed will require:

1. A faculty and staff sufficient in number to make it possible to schedule the in-service activities as a part of the regular work day.

2. The services as consultants and/or regularly employed resource

people including:

- a. social psychologists
- b. social case workers
- c. curriculum designers
- d. sociologists and/or cultural anthropologists
- e. adult education specialists
- f. research and evaluation specialists
- g. and others as the program develops.

VOLUME X - A - INDUSTRIAL AND PRACTICAL ARTS, VOCATIONAL EDUCATION, AND GENERAL ADULT EDUCATION

DEVELOPMENT OF AN EXEMPLARY PROGRAM IN VOCATIONAL, PRACTICAL ARTS AND GENERAL ADULT EDUCATION FOR LEFLORE COUNTY, MISSISSIPPI SCHOOL DISTRICT

Roy W. Roberts

Resume':

This report contains a description of a vocational, practical arts and general adult education program for an exemplary school curriculum, grades kindergarten through twelve in the Leflore County, Mississippi School District. The suggestions include the development of an area vocational-technical school in which some courses will be offered on the post-high school level. This program is designed in part to supply an anticipated manpower needs of the next decade and the present day needs of the youth and adults of the county.

The proposed program is for all students and adults of the county district. It is not a program for a special group of students and adults, but opportunities are offered that should challenge the superior students as well as the average, below average, and disadvantaged in the school population. These suggestions are presented in response to a request from the Leflore County School authority. The suggestions are presented not only for effecting an improvement in the educational opportunities of the County District but also for improving the economy of the school community and surrounding area.

Recommendations:

1. The exemplary program of vocational, practical arts and general adult education for the Leflore County, Mississippi, School District will include instruction in the practical arts in the nine schools presently in operation, and vocational-technical and general adult education in a proposed area vocational-technical school for the youth and adults of the county.

2. The vocational areas will provide competencies for students and adults interested in pre-employment and upgrading for courses in (1) agriculture including farming and related occupations; (2) business including distribution and office occupations; (3) industry; (4) homemaking occupations for gainful employment; (5) selected health occupations and (6) special instruction for disadvantaged youth.

3. The practical arts area will provide general education, exploratory opportunities and home-use competencies in homemaking; and in industrial arts, including skills and industrial technology; and in agriculture and business.

4. The general adult education area will provide competencies in basis elementary education; and courses designed for high school credit, general interest, and civil defense emergencies.

5. The curriculums will consist of units of instruction selected to meet the general and vocational needs of each student. This procedure will be effected by the organization of subject matter and skills into three, six, nine and eighteen week units with modular scheduling to permit crossovers and team teaching.

6. Students will be permitted to progress in so far as is possible according to their individual abilities; and method and content will be adapted to gifted, normal and less gifted students.

7. A teacher-advisor will be provided for each student to assist the student in selecting units of instruction, preparing schedules, and planning individualized instruction procedures. Each teacher-advisor will have responsiblity for 25 or 30 students, and students will remain with the same advisor throughout the three-year senior high school program. The advisor will assist in selecting both academic and vocational units leading to the high school diploma.

8. Provision will be made for on-the-job instruction for selected students who need and can profit from such instruction.

9. Teaching aids will be used in classrooms, and in carrels for individualized instruction. These facilities will be wired for closed-circuit television and other audio-visual aids. A teaching materials laboratory for constructing and distributing aids for teaching purpose will be maintained.

10. Pre-school conferences for teacher planning and daily conferences for discussing pupil progress and arranging for individual needs and the use of teaching aids will be conducted.

11. A continuous program of evaluation to determine the efficiency of the total program will be activated.

12. The personnel will include a director of the area school, a supervisor of practical arts for the other schools, a supervisor for the MDTA program, and such other qualified personnel as are needed for an exemplary program.

INDUSTRIAL ARTS EDUCATION IN THE ELEMENTARY SCHOOLS OF LEFLORE COUNTY

Elizabeth E. Hunt

Resume':

This report is a brief answer to two questions posed to the author: (1) What is your impression of what we have done?)in Leflore County). (2) What should we do in regard to industrial arts and practical arts in our schools?

Recommendations:

What should be done to further insure proper accessibility to all instructional items needed to conduct this program, is to be sure adequate funds are budgeted for the expendable supplies, repair, maintenance and replacement of tools. The funds budgeted for these items should come under two categories:

(1) An annual allocation for each school for a stockpile of commonly used materials. The materials should be accessible to each teacher in the school at all times.

(2) A petty cash fund to enable each teacher to meet unanticipated needs immediately.

Elementary classroom teachers who are beginning a program of this nature are going to need more help the first year than this one person under the present circumstances will be able to give. This may prove to be one of the most critical problems in launching the program. A full-time consultant in a pilot school the first year is not too much. Moving as close as possible to providing that much consultant service is recommended.

One last recommendation has to do with attitudes both on the part of the administrator and the teachers. It is reflected in this statement: "Let's try this program out, discover what the problems are and see how we can solve them together". The kind of open communication this attitude sets in motion will go a long way toward the successful implementation of the program. If the teachers feel they have a vital role in solving the problems which will inevitably arise, they have a stake in the successful solutions to the problems and thus in the overall success of the program.

VOLUME X -B - INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

INDUSTRIAL ARTS AND VOCATIONAL EDUCATION IN GRADES K-12

E.F. Mitchell

Resume':

The overall purpose of this project is to develop an industrial arts and vocational education program for grades K-12 which will effectively prepare people for living and working in a modernized agricultural and industrial economy. This report presents programs for kindergarten through grade 6, junior high school, and senior high school.

Recommendations:

The initiation of a total Industrial Arts and Vocational Education Program in the Leflore County System is a pace-setting undertaking. The many facets of this program will require progressive and systematic implementation. Consequently, careful consideration should be given to the following recommendations.

1. All teachers and administrators should become familiar with the organizational chart shown in Figure 1, page 40 of the full report.
2. The Industrial Arts Program in the elementary schools should be expanded at the rate of two school per year.
3. All elementary teachers should take I.Ed. 6713, Industrial Arts in the Elementary School, before initiating industrial arts activities in their classrooms.
4. In-service programs in metals, electricity, interpretation of modern industry and other areas of deficiency should be initated for Industrial Arts instructors. These instructors

should also receive an orientation to the occupations listed in Figure 2 on page 41.

5. There should be an industrial arts consultant for every 20-25 classrooms.* Provisions should be made for office and for other space deemed necessary.
6. The consultant should be responsible for tool maintenace and for the supplies inventory in the elementary classrooms for which he is responsible.
7. Intensive application of accepted vocational guidance procedures should permeate the entire school system as indicated in Figure 1.
8. The total program should undergo a continuous informal evaluation and remain flexible to conform with changing needs.
9. Provisions should be made for a yearly formal evaluation of the program.
10. All phases of the program recommended for the junior and senior high school should be activated as rapidly as possible. The rate of activation will depend upon the ability of the Leflore County Schools to provide additional shop facilities, equipment and teachers.
11. A full-fledged occupational study of areas served by the Leflore County Schools should be made in an effort to identify areas of employment opportunity for high school graduates for an extended period of years.

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* Gerbracht, Carl, and Babcock, R.J. Industrial Arts for Grades K-6. Bruce Publishing Company, Milwaukee, 1959,p. 139.

VOLUME XI - INSTRUCTIONAL MATERIALS AND MEDIA

INSTRUCTIONAL MATERIALS AND MEDIA IN LEFLORE COUNTY SCHOOLS

Curtis P. Ramsey

Resume":

A study of the situation respecting some general aspects of the school program and the use of instructional materials and media revealed the following positive factors:

(1) Reduced pupil-teacher ratios;

(2) Improved school attendance;

(3) Availability of health services;

(4) Provision of supervising principals;

(5) Addition of full-time school libraries;

(6) Addition of new libraries;

(7) Provision of full-time counselors and guidance specialists; and

(8) Significant curriculum additions.

The negative factors revealed were:

(1) Absence of organized program of text instruction in the high schools;

(2) Lack of programs for pupils with physical or mental impairment;

(3) Lack of provision for early childhood education;

(4) The beginning reading program has too narrow an emphasis on phonics;

(5) Guidance and counseling services are not available to elementary pupils;

(6) There is no on-the-job educational operation available to pupils enrolled in the vocational curriculum;

(7) The curriculum lacks coordination;

(8) There is too little coordination between library service and audio-visual services;

(9) School librarians lack sufficient professional training;

(10) There is too little coordination between the spending of local funds for library and instructional materials and supplies and the spending of funds for such items in Federally funded programs;

(11) The amount of district funds expended for instructional materials and library books seems to have diminished since the advent of ESEA.

Specific findings with respect to the audio-visual aids program were:

(1) Competent and resourceful persons have been assigned to this program;

(2) There is a serious imbalance between the curriculum and the learning resources program backing it up;

(3) Teacher utilizaion of available learning resources is low;

(4) Teacher utilization of media differs among the schools and scholastic levels;

(5) Printed resources are unevenly distributed.

Recommendations:

(1) Over-all coordinators of the curriculum-both present and developmental -- is imperative.

(2) The social sciences and the language arts need drastic curriculum rennovation and renewed emphasis.

(3) A plan for over-all coordination of the acquisition and services of learning resources must be developed.

(4) A more direct program of teacher involvement in identification of curricular problems, in selection of relevant audio-visual aids and in the logistics and utilization of these resources, should be implemented. There should be a Learning Resources Coordinator (a teacher) in every school to assist teacher-colleagues to make the appropriate media applications to instruction.

(5) The ratio of local financial support for the purchase of learning resources should be increased sharply.

(6) A massive in-service education program should be launched to bring teachers to a new level of insight and competence vis-a-vis the media of instruction. The level of learning resource support now is better than the level of teacher capability. Such an in-service education program should be a part of the paid school year -- even if an increase of 10 to 15 days is called for.

VOLUME XII - SPECIAL SERVICES

SPECIAL SERVICE IN LEFLORE COUNTY SCHOOLS

Hazen A. Curtis

Resume':

This report consists almost exclusively of recommedations concerning the specialized services needed in the Leflore County School System. The services considered do not include administrative or supervisory services nor formally organized classroom instruction for regular and for non-clinical slow learning pupils.

Recommendations:

The special services need in Leflore County are as follows:

A. Guidance

Under the general heading of guidance, two target populations may be identified. These are children of all ages in school, and young adults and parents who are not formally in school. Two broad types of services should be rendered to both populations. These are personal, group, and educational counseling, and vocational counseling.

B. Social Work

This area is generally designed school social work because of its primary orientation to the social problems of children and their families that impringe upon the successful attainment of an education by the children.

As soon as it can possibly be funded and as rapidly as personnel can be employed and/or trained, the program of school social work should be further developed and expanded in the Leflore County schools.

C. Health Services

School health services should include competent in-school nursing services, adequate and readily obtainable public health medical services, dental services, and health instruction.

D. Psychological and Psychiatric Services

These services lie within a broad area in which the fields of practice and the roles of the several kinds of practitioners have not been delineated with a high degree of unaminity. School psychological and psychiatric services are in their formative stages. Therefore it is recommended that the Leflore County School System seek the advice of other consultants, weigh carefully the several kinds of advice they will doubtless obtain and then devise a program which seems best to meet the needs of their local system.

E. Special Education

Special education as used in this report includes programs of instruction offered to those children who because of physical or mental impairment, or emotional disturbance, must be removed from regularly organized classes for part or all of the school day. It does not include programs for otherwise normal children who are simply learning slowly, or programs for the gifted, or for those seeking priveleged instructional opportunities.

F. Research and Evaluation

The provision for research and evaluation services is essential to the development of new programs of instruction, the operation of the previously discussed special services, and the future administrative management for each program and for the system as a whole. Reasearch and appropriate evaluation are basic requirements in practically all programs supported by external funding agencies. The role of research and evaluation can be best understood by considering illustrations drawn from each area.

The recommendations made here will logically require the addition of personnel in areas in which fully trained personnel are in very short supply, nationally; and not realistically obtainable in sufficient numbers by this school system. It is recommended that the top level position in this field of service be filled with a mature professional person, one of whose principal duties will be the training of his staff. In each field, the school can identify local teachers who may have some formal training, who are interested, and who are capable of learning new skills and disciplines and start them to work under the leadership of the professional person in the area.

Supplementary Reports by Other Consultants

After the close of the project period the County Superintendent of Education invited two additional consultants to visit the Leflore County Schools and to make written reports on their observations and recommendations. The consultants were also in conference with the chief consultant of the Project. The reports of those consultants are so closely related to the Planning Project that they are here reproduced and incorporated as a part of this Project Report.

OBSERVATIONS AND RECOMMENDATIONS FOR LEFLORE COUNTY SCHOOLS

Lewis R. Tamblyn
Executive Secretary
Department of Rural Education
National Education Association

Background Information

It is recommended that you obtain a copy of the hearing before National Advisory Commission on Rural Poverty.* This is a three or four volumn set of hearings held throughout various parts of the United States on poverty. This information was also digested and summarized in a publication The People Left Behind which is available from the Government Printing Office. This will give background information in order to interpret the unique problems of Leflore County in relationship to the national picture on poverty.

It would seem that if the problems of Leflore County are to be solved education must take the lead. This means a committment on the part of all employees of the school system to improve the quality of education for all the boys and girls of Leflore County. The school people should assume the leadership. They must point the way. They must coordinate the total resources available in order to mount an effective program of educational services to the youth of this area. It would seem that anything attempted must involve an adequate program of staff development. This means a continuous year-round program of in-service education for both those teachers currently in the classroom and the new-comers. It also involves a program of in-service education for all administrative, supervisory and service personnel of the school district.

* U.S. 6PO-1967-266-162 Hearings Before National Advisory Commission on Rural Poverty.

Recommendations Dealing with Administrative Structure

Our concern is that we should be careful not to build like "Topsy" but rather have a well integregated program so we can maximumize the services of the teachers. The structure should be based on function.

It would be wise to consider employing an Assistant Superintendent in charge of instruction. This person would coordinate all the personnel in all the resources in an overall coordinated effort toward curriculum improvement.

Employing a Director of Federal Programs and Projects Should Be Considered

The major responsibility would be to coordinate the total effort to obtain maximum Federal Funds under existing Federal Programs. If this is done then maximum benefit can be obtained utilizing all Federal Programs. In this manner there could be a well coordinated program rather than just bits and pieces. It would seem also that some concern should be given to having a Director of Research. This individual would be responsible for interpreting current research findings that affect the educational program to the staff. This person could conduct experimental programs, and test hypotheses dealing with poverty children. Also, simple things such as developing local county norms on achievement tests as contrasted with using standardized results based on a regional population.

Information Currently Available

The research questionnaire (Boyer Report) that has been put together validated what is known. This could serve as a bench mark. Now the problem is to take this data and use it as a basis for a massive program to solve the problems as pointed out in the questionnaire.

It would be recommended that a task force comprised of teachers, administrators, lay people develop a master plan to meet the educational needs, set priorities to secure adequate financing in a time table for implementation of the program.

Pre-School Education

It would appear from the information available one of the prime necessities would be adequate and effective pre-school education. Such a program would involve the parents of the community.

Post-High-School Education

It is apparent that one of the basic needs of this county also is at the upper end of the scale. It would appear that a regional area vocational high school should be considered as one of the ways in which vocational education could be provided for post-high school.

Adult Basic Education

There is still a current need to provide an effective program of basic adult education for members of this community.

Curriculum

On a basis of just brief visits to various schools and classrooms it would appear that the current educational program is based on the old spoon-feeding concept. It would also appear the curriculum is subject-matter centered as contrasted to child-centered. I did not observe any use of the new media such as overhead projectors, strip films, single concept films, etc. I would strongly recommend explorations begin in the following area:

1. Flexible scheduling in order to break down the lock-step program. Numerous schools have had considerable success in flexable scheduling.

2. Efforts must be made to individualize instructional program so that this program becomes relevant to the needs of the pupils.

3. Non-grading or un-grading should be explored as another alternative to the current program of instruction.

4. Any program that is contemplated must secure maximum faculty involvement.

5. In the vocational program it would appear that the meaningful experiences must be a major part of the programs. Recommendations would include such things as actually building homes, under supervision, for sale. Information is available on this if further information is needed.

Social Workers

It is apparent from my visit that an expanded program of social work is needed. In visiting some areas it was appaling to note the number of children of school age that were not in school. It would seem to me that one of the major functions of an increase in the social worker program would involve community aides who could assist in seeing that each and every child attend school on a regular basis. This program should tie in with health services so as to insure that each family in the county has adequate health services. Also there is a great need for family counseling.

School and Community

The school must become the focal point of the community. This is particulary true in an area where children are scattered. Efforts should be made to see that the staff members have an opportunity to visit and observe the community-school program sponsered by the Flint Board of Education and the Mott Foundation. Information is available if needed. Consideration ought to be given to securing a copy of their film entitled :Touch a Child". This can be used with both in-service personnel and the community in general.

Tied in with community concept is that of utilization of community aids. The major function would be to interpret the schools to the community and the community to the schools. This should be done on a continuous basis rather than by sporadic efforts on a hit- and miss- basis.

Facilities

The facilities are adequate although there is a wide diversity as to the way in which the building are kept. Some are extremely neat, clean both inside and out and other seems to be suffering from neglect. The school district should be commended for the libraries in the schools. However, it is recommended that serious study be given to the new library standards developed by the American Library Association. Libraries ought to become media centers far broader than just a place to get books and periodicals.

Service Center

The Service Center is an excellent beginning to provide services to teachers. Continued emphasis should be placed on providing services to small groups of teachers on particular problems as contrasted to district-wide faculty meetings which in themselves are somewhat useless. It is suggested also this center become a demonstration center where by new techniques could be examined, or new media could be tested, where teachers could be involved in preparing materials for the classroom.

Efforts should be directed toward securing adequate psychological services to meet the needs of a typical youngster. Specifically, services to the physically handicapped, which involves speech and hearing problems, special education programs for the slow learner and the mentally retarded, counseling services, not only for the college bound but for all children not solely confined to the secondary school. The program should begin where there is some chance of affecting the children. Expanded health services directed toward both the child and the family should be given immediate attention. Such a program will involve adequate medical, dental and family services.

Summary

One of the real needs of this school system is to engage in long-range planning. Current data could be used as a bench mark of where we are and should point the direction. Periodically we have to take a look at and examine the direction and remodify our original program. If conditions are going to improve in this county, educators must take the lead. Unless this is done the situation is going to become hopeless. Now we have an opportunity to accept one of two philosophies. One is that we are preparing the youth of this county to migrate to urban centers or that we are going to prepare them to take their places in our society in the county. If the second alternative is the current point of view then massive efforts must be made to get small industry to locate in the county. It is extremely frustrating to prepare youth for the world of work only to find that no job opportunities are in the local area. Continuous effort must be made to secure the maximum benefit of all Federal programs available.

OBSERVATIONS AND RECOMMENDATIONS FOR LEFLORE COUNTY SCHOOLS

William J. Ellena
Deputy Executive Secretary
American Association of School Administrators

The people of Leflore County are doing an outstanding job of providing educational opportunities even though, at times, they seem to be confronted with insurmountable obstacles. A brief summary of my observations and recommendations based on my two-day visit to Leflore County is as follows:

(1) In view of the recent research by Ben Bloom and other scholars it seems imperative that considerable emphasis be placed on early childhood education. The lack of compulsory education legislation in Mississippi compounds this problem.

(2) In terms of structure I believe the Superintendent of Education should have, and in fact needs, an assistant superintendent for instruction to provide coordination and direction.

(3) The staff would be greatly strengthened if, in addition to recommendation # 2, a top flight research specialist were employed. The study submitted to the USOE by Richard Miller was extremely critical of research designs at the local level.

(4) Some one person, with special skills, should be in "charge" of grantmanship. The wording of proposals undoubtedly influences many of the USOE readers.

(5) Another personnel need is for "social workers"--people who would focus their attention on parent education. There seems to be a crying need for this in the county. Incidentally, some of the most effective parent education I have ever seen was in the Mott Program in

Flint, Michigan. Perhaps some members of the staff should visit the Mott Program.

(6) Some cities (such as Detroit) have provided opportunities for industry to "adopt" a school. It occurs to me that a Mississippi industry might be encouraged to "adopt" the Leflore system or another school district (in California, Minnesota, Connecticut, etc.) might enter into a school-to-school arrangement. This could be mutually advantageous.

(7) Of course, the heart and soul of any program is staff. Much in-service education is taking place now in Leflore county but much more could be done utilizing such relatively new techniques such as video-taped micro teaching.

(8) It seems to me that school will soon be called upon to develop "skill centers" and to assume responsibility for initial job placement. In my mind, this proposal has great merit.

CHAPTER III

SUMMARY OF PRINCIPAL FINDINGS

No attempt is made to include in this summary many of the detailed recommendations of the various consultants who participated in this planning project. There is, however, an attempt to select the gist of what seems to be most important to the future development of education of the pupils of Leflore County School District as they are here and now. The principal findings appear to be epitomized in the following statements. Any one who wishes to pursue the details should read the individual reports and findings of the consultants, published separately.

1. There is probably no better example of poverty-stricken and deprived children in America than the displaced children in the agricultural economy of Leflore County. Poverty and deprivation are not confined to the urban ghettos.

2. The educational progress of Leflore County School District in the last five years is little short of phenominal. The progress has been due in the first instance to educational leadership best represented by the County Superintendent of Education, and to the advent of Federal aid to education especially through Title I of ESEA, 1965.

3. Among the great educational needs of Leflore County is the establishment and operation of a pre-school educational program. Without it there is hardly any hope of advancing the educational achievement of a majority of Leflore County school children. Under the present policy of the U. S. Government as executed through the Office of Economic

Opportunity there is slight, and perhaps not any, opportunity for Leflore County to finance the educational programs needed for its pre-school-age children. The willingness is here; the means, are not.

4. There is a grave need for parent education. The educational aspirations of large numbers of the parents of Leflore County children are below any tolerable or acceptable standards. A large part of this problem could be solved by an adequate pre-school education program now rendered impossible by the policies of the U. S. Government. Another part of the solution lies in general adult education of informal types which should be undertaken with the aid of all possible Federal, State and local resources.

5. The work now being done by the two school social workers employed by the county school system is most commendable and indispensable. This service should be greatly expanded. There probably should be at least one school social worker for each of the nine schools of the county school system. The work of school social workers should be highly coordinated with the services of the guidance and counseling specialists and the school psychologist (needed, but not now available) under the general direction of the General Coordinator of Special Services (referred to later in this report). Although the need for a State compulsory school attendance law in Mississippi is indeed urgent and its absence most unfortunate, the work of the school social worker is that of the educator and social worker and not that of a police officer.

6. The school population of the Leflore County School District is composed of a higher percentage of economically and culturally deprived children and youth than perhaps 90 percent of all school district in the

Nation. Being thus situated, the school program must of necessity be concerned with the education of "disadvantaged" children. The following quotation from one of the consultants, and eminent authority in the education of the so-called disadvantaged children, especially in rural areas, Dr. Elizabeth Sutton, exactly fits the needs of this summary.

The disadvantaged child needs to develop the same kinds of skills, understanding, appreciations, and attitudes as do all American children. However, because of his culturally different background, as well as the inadequacies of his experiences, he has distinctive and unique needs to which immediate attention should be directed. Along with the fundamental skills of literacy, the disadvantaged child needs educational experiences directed toward improving his life now - immediately - as well as to "open vistas" to him for continuous learning and for a successful, satisfactory way of earning a living in the future.

If schools today are to meet the needs of disadvantaged children, it seems imperative that immediate consideration be given to the modification of curriculum content, to the modification of instructional and school organizational patterns, to the careful selection and modification of materials: yes, and to the development of instructional materials tailored more nearly to his experiential background and interests.

As to curriculum content, the disadvantaged child is likely to need instruction in the followint areas of learning and activities:

1. Basic concepts and habits of good health and of healthful living.
    a. Food and nutrition
    b. Personal cleanliness, grooming and appropriate dress
    c. Rest, relaxation, and play. (sleep and rest needed: desirable conditions and clothing; development of hobbies)

d. Living happily with family and friends

e. Sanitation

f. Communicable diseases

g. Safety and first aid

h. Community health services

2. Competencies in performing home tasks.

3. Knowledge of and desirable attitudes toward public agencies, organizations, institutions and of their programs and services.

4. Basic economic concepts.

5. Basic concepts of privileges and responsibilities of American citizenship.

6. Knowledge of desirable attitudes and appreciations for the world of work.

7. The instructional program of the Leflore County Schools should to the fullest possible extent be attuned to the needs of its pupil constituency. Magnificent efforts are being made in that direction, but much more intensive attention needs to be given to the problem. Through several of the consultants, but most especially, Dr. Macie Southall, the curriculum and its concomitant instructional activities were examined and tentatively evaluated in the essential areas of (1) reading, (2) speaking writing and spelling, (3) mathematics, (4) social studies, (5) science and health, (6) art, (7) music. The principal emphases are placed on the adaptation of curriculum objectives, on materials, on teacher approach to the instruction of pupils, on the present situation of the pupils, on the objectives sought, and on the present realities in the lives of the pupils.

The recommendations as to instruction in each of these area will not be repeated here. An important finding, however, is that study committees in each elementary school should be organized and aided by the principals and coordinators of special services to give careful study to the recommendations of Dr. Southall. The following reports should be the basis of deliberations of such a council:

"The Elementary Instruction Program in Leflore County" by Dr. Macie Southall, Reports of Consultants, Vol. VII.

"Early Childhood Education in Leflore County" by Dr. Ethel Thompson, Reports of Consultants, Vol. VI.

"Principles and Procedures in Teaching Disadvantaged Children" by Dr. Elizabeth W. Sutton., Reports of Consultants Vol. IV

"The Educational Needs of Negro Children in Leflore County, Two papers: by Dr. Kara V. Jackson and Dr. Arlynn Lake Cheers, Reports of Consultants, Vol. IV.

"Supervision of Instruction and the Education of Disadvantaged Children, Including Parent-School Relations" by Elizabeth W. Sutton, Feports of Consultants, Vol V.

8. One of the great needs in the instructional program for the pupils of Leflore County schools is in the field of reading. Unless this handicap is overcome much else will be a futility. Some heroic efforts in this direction have been undertaken, but in the opinion of the consultants, the efforts are largely misdirected and based on wrong emphases. In the present program the major emphasis on phonics as a method of teaching reading is fatally deficient. For the most part, the teachers are following a routine they do not understand, and perhaps they ought not to. Phonics is a useful tool that has its place but it

is no exculsive, or even an effective, way to teach reading. A new start must be taken in the teaching of reading. The approach to teaching reading is eclectic and based upon two primary considerations: (1) basic concepts based on experience, and (2) pupil-teacher rapport.

The Leflore County school system has an excellent and experienced reading coordinator. She needs to be freed from the adopted program and given leaway to work with teachers on her own grounds, and given the direction and assistance that could come through a general supervisor of instruction.

9. There is a great need for a further examination of the health program of the Leflore County school system. Fortunately, the county employs two health nurses. The good they do is much untold. More is needed. There should be provided supervision of health instruction and in cooperation with the present nurses a program of instruction attuned to the needs of this school constituency.

10. Allied to the need for increased emphasis on health instruction is the need for greater attention to the dietary needs of the school population. There is no evidence of studies of this kind in Leflore County. There is nothing that can be accomplished by sending empty brains to school on empty bellies. Before the school can do anything about formal learning it must be sure the children have been adequately fed and are not sick. The present evidence is that, this is not being done. It may be that a program of school breakfasts should be instituted. Two sources are available for help (1) Title I, ESEA, and full cooperation with the Relief Administration of Leflore County. This is a job for the school social workers and the school health personnel aided by the school principals.

11. The cooperative relationships between the Leflore County school system and the Mississippi and Leflore County public health authorities seem to be most excellent. However, the results are not adequate. It is strongly recommended that the school leadership of Leflore County take the initiative in formulating a Leflore County Child Health Council. Such a council should be composed of the medical profession, the dental profession, the hospital administration, the public health authorities, the nurses, both public and private, and also representative citizens. Resources, private, Federal and State, are available to support the activities of such a council. What can be done by the medical and dental professions on their own initiative has often been demonstrated throughout the United States. Leflore County should act and do so now.

12. There is great need for the expansion of the fine arts program in the Leflore County school system. At present the program is nebulous, but what there is, is most vital. The young man now employed as the art coordinator, a part-time employee of the central staff, is an exceptionally able person and within the limitations of time and resources is doing most outstanding work. More of his kind are needed.

The program needed in Leflore County has been most ably presented in broad outline by a consultant, William S. Haynie. Whatever else is done, his suggestions should be emplemented.

Among Mr. Haynie's recommendations is the employment of fine arts coordinator or supervisor for the entire school system. The implementation of the recommendation as soon as possible is most important.

13. The great need in Leflore County schools, as in all others similarly situated, is for the individualization of instruction. This is a very complicated and difficult concept, but not one beyond practical accomplishment. To no appreciable extent has it been tried. Its implementation depends upon an extensive and intensive program of in-service education of teachers and the cooperative efforts of entire faculties of individual schools. Unless individualized instruction is fully implemented, it is doubtful that the major objectives set forth in this document will ever be accomplished.

The individualization of instruction will depend almost entirely upon the effective conduct of a system-wide program of in-service education of teachers working cooperatively in their respective fields. Attention is directed to further recommendations on their aspect of the program.

14. There is a need for the re-examination of the curriculum content and organization in the Leflore County schools, grades 7 through 12. This aspect has been carefully examined by Dr. Frick in his report on "Basic Concepts in Planning the Curriculum for Grades Seven Through Twelve, Leflore County Schools". It has been recommended that the curriculum be organized and administered according to three broad areas:

(1) Achieving a system of values and positive realistic self-concepts.

(2) Achieving an understanding of the cultural heritage.

(3) Achieving the skills necessary to participate effectively in the culture.

The details of these aspects have been adequately presented by Dr. Frick in his report, published separately in Reports of Consultants, Vol. IX.

The chief pertinent suggestion here is that the two high schools of Leflore County set up a joint study council to examine carefully the contents of Dr. Frick's report, evaluate their programs accordingly, and make recommendations as to future action.

15. The industrial and practical arts program of instruction in Leflore County is in an advanced stage. There are two able coordinators of the program developed with the aid and counsel of specialists from Mississippi State University. The program is most highly commendable. Future developments should follow the reports of Dr. Mitchell and Dr. Roberts summarized previously and published separately as Reports of Consultants, Vol. X-A and Vol. X-B.

16. The need for expansion of vocational educational opportunities in Leflore County are almost self-evident. Two very able and compatable consultants who gave much time and attention to the development of needed programs and recommendations for their implementation were employed: Dr. Roy W. Roberts, University of Arkansas, and Dr. E. F. Mitchell, Mississippi State University.

The programs recommended by the two consultants are replete, comprehensive and heartily accepted by the staff of this project. It is hardly necessary or disirable here to recapitulate their findings and recommendations. That task has been performed under Section IV of this report.

Suffice it to say here, that it is strongly recommended that an area vocational school be developed in Leflore County. This high school should be for grades 10 through 12 and as nearly comprehension in nature as possible. Its financing will depend largely upon whether the Vocational Education Act. of 1968 (W. S. Congress) is activated by congressional appropriation, as it has not been done at the time this report was written.

It is agreed that vocational and technical education beyond grade 12 should be left to the area Vocational and Technical school now located at Morehead, Mississippi.

17. Perhaps the primary need in Leflore County school system is a well-organized and continuous program of in-service education of teachers. To obtain teaching personnel, just graduating from college, prepared to do what needs to be done in Leflore County is in all probability an impossibility and perhaps should not be expected. Every effort should be made to obtain Federal grants for in-service education and, to the fullest extent possible, local, State and Federal resources should be utilized to support such programs. Whatever else is done, this program is a must. Furthermore, time and pay must be provided for teachers to engage in such activities, which, let us say, should be compulsory.

18. The need for further coordination of the use of instructional media (audio-visual aids) is quite evident in Leflore County. "The level of learning resources is now better than than the level of teacher capability." The services now provided in this respect are commendable and the persons engaged in the service most conscientious and diligent. The trouble is that the service lacks direction and is not really related to curriculum objectives. There is grave need for the coordination of library and instructional media resources. It is suggested that there should be a division or department of Educational Resource Materials under a director who would have general supervision of library, audio-visual

and other material resources.

19. Of all the primary considerations to be attended to first in the Leflore County School System, there is the need for employment of a General Supervisor of Instruction. Leflore County has a formidable corpse of coordinators of the various aspects of the curriculum. All the coordinators are highly competent and dilligent persons. The trouble is that the whole system, at least administratively, lacks central purpose and directional philosophy. A General Supervisor who would in a sense act as chairman of the group of coordinators of subject matter areas could give the central direction needed.

All consultants to this project have urged this recommendation.

20. The consultants are agreed that there should be a General Coordinator of Special Services, perhaps with the rank (or equivalent) of assistant superintendent of schools. The function of that office is to provide a central means of administration to make clear the unity of the programs and to faciliate the work of the coordinators. The General Supervisor of Instruction would be among those specialists included under the administrative direction the General Supervisor of Special Services.

21. The Leflore County School System should have the services of a school psychologist, who among other duties, should work in close cooperation with the guidance and conseling specialists and with the school social workers.

22. Additional gudiance and counseling personnel is needed in Leflore County. It is agreed by the consultants who considered the problem that such services are needed in all schools and that at least one such specialist is needed full time in each elementary school.

23. There is an urgent need for special education by which is meant programs of instruction for children who because of physical or mental impairment, or emotional disturbance, must be removed from regularly organized classes for all or part of the school day. Financial resources must be sought from Federal, private or other sources, to support such programs.

24. The Leflore County School System should employ a specialist in public school statistics and information. The lack of regularity and centralization of statistical and other factual information concerning the Leflore County School System and its individual schools and school constituency is a grave handicap to educational efficiency and progress.

25. The County School System shoud employ a specialist in writing applications for Federally supported projects. It is suggested that at present this function be assigned to the General Coordinator of Special Services and that he be authorized to employ, on a temporary or fee basis, such specialists as he needs for specific projects.

P. S.: Items 19, 20, 5, and 25 of this summary demand first attention.

CHAPTER IV

RECOMMENDED PROGRAM OF ACTION

The recommendations submitted here have largely been selected in some degree, but not exactly, on a priority basis. They are somewhat in the order of putting first things first.

These recommendations should be considered simultaneously with the preceding Section III, "Summary of Principal Findings".

1. Continuation Grant Under Title III for Further Planning.

Immediate application should be made to the State Department of Education for a grant of Title III funds to plan the implementation of the program herein recommended. It is important that the request include the amount remaining from the original grant. The amount of the continuation grant should probably be about $30.000. Through this grant and the use of selected consultants each part of the recommended program can be developed, especially the parts requiring additional Federal funds. One important aspect of the additional planning should be the development of an organizational chart for the central staff of the school system.

2. General Coordinator of Special Services.

In order to make clear the unity of the purposes of the various special services provided through the central office, and in order to facilitate the work of the various coordinators, there whould be established the position of General Coordinator of Special Services.

3. General Supervisor of Instruction.

In order to develop goals and programs of instruction for the entire school system and to unify overall objectives and particularly to aid classroom teachers and develop continuous in-service education programs for teachers, a General supervisor of Instruction should be employed. Perhaps an appropriate title would be Director of Supervision and Curriculum Development.

The staff relationship recommended under 2 and 3 above if they are effected would be as follows:

- Superintendent
  - General Coordinator
    - General Supervisor
      - Special Coordinators
        - Principals
          - Teachers

4. School Social Workers.

Additional school social workers should be employed. The number should be sufficient to have at least one worker for each school. The principal functions of these employees should have to do with school attendance, to participate in parent education programs, to look after matters pertaining to welfare and public assistance, and to bring special cases to the attention of the guidance and counseling specialists and the school psychologist.

5. Pre-School Education.

At the earliest possible date, pre-school education programs should be provided throughout the county. All possible means to re-establish the Headstart Program should be used. By all means, that program should be under the auspicies of the public school system.

6. Parent Education.

The need for programs of parent education in Leflore County has been strongly emphasized by all consultants to this project. Perhaps this program can best be initiated through Headstart, and by the school social workers. Such a program should be an integral part of the county's general adult education program.

7. In-Service Education of Teachers.

All consultants to this project are agreed that essential to the efficiency and effectiveness of the instructional program in Leflore County Schools is the planning, organization and continuous operation of programs in in-service education of teachers. There should be an overall program with unified purposes while, at the same time, programs in the various fields or activities should be provided.

A major objective of the in-service education program should be to guide and aid teachers in learning how to individualize instruction and cooperatively develop plans for doing so, and to acquire skills in this instructional procedure.

A new application under Part D, Education Professions Development Act of 1967 (P. L. 90-35, Amendment to Title V, Higher Education Act of 1965) should be drafted and submitted to the U. S. Office of Education. This part authorizes grants for improving "the qualifications of persons who are serving or preparing to serve in educational programs in elementary and secondary school (including pre-school and adult and vocational programs) or post-secondary vocational schools or to supervise or train persons so serving."

New guidelines for this program will be available the latter part of April, 1969. The tentative deadline for proposals has been set for

September 1, 1969.

Preliminary to drafting the proposal Mr. Allen should request a copy of the Precis by the readers and evaluators of the former application from Leflore County. This Precis can be obtained only by Mr. Allen. He should direct his request to Mr. F. William Hart, Reports Office, Division of College Programs, Bureau of Educational Personnel, Bureau of Educational Personnel Development, U. S. Office of Education, Washington, D. C. 20202.

It is desirable here to call attention to the fact that an application for support of an in-service training program to deal with problems incident to school desegregation is now pending with the United States Office of Education.

8. Vocational Education.

The need for an area vocational high school in Leflore County is well documents in the studies made under the auspecies of this project. The need is for expansion of vocational education on the high school level, preferably in a high school program of the comprehensive type. Vocational and technical education on the post-high-school level should be left to the Mississippi Delta Vocational and Technical School, Morehead, Mississippi.

Under the Vocational Education Amendments of 1968, P. L. 90-576, the Congress of the United States has authorized funds for the support of the kind of vocational education program needed in Leflore County. However, at the time this report was written appropriations for funding the new law had not been made by the Congress. Neither have the guidelines for administration of the new program been published.

When the new guidelines are available immediate advice and counsel of the Vocational Division of the Mississippi State Department of Education should be sought and an application for funds to support a program agreed upon should be prepared and submitted as expeditiously as possible.

The purpose and procedure of the proposed program should be to implement the recommendations of Dr. Mitchell and Dr. Roberts in their reports under this planning project.

It is suggested that the primary responsibility for drafting the proposed application be assigned to the General Coordinator of Special Services and the County Supervisor of Vocational Education.

Preceding the preparation of a proposal for support for the new vocational program some decisions on vital organizational and administrative matter must be made by the county Superintendent of schools and the County Board of Education. The bases for making these decision should be established through further planning under the continuation grant recommended under "1" of this Section.

Without trying to be all-inclusive or too exclusive, it is suggested that some of the questions that will have to be answered are as follows:

(1) Should the vocational program be provided in a new school? If so, for what grades should be provide and where should it be located?

(2) What will be the relationship of the new program to the existing high school?

(3) Will it not be necessary for the new program to be fully integrated so far as the racial constituency of the school enrollment is concerned?

9. Social Studies.

At an early date a coordinator for social studies should be employed.

10. Guidance and Counseling.

Employ a coordinator for guidance and counseling, Grades 1 through 12. Place a guidance and counseling specialist in each school that does not now have one.

11. Fine Arts Education.

Employ a coordinator for fine arts education. Teachers for art music and drama should be provided for each school.

12. Health, Physical Education and Recreation.

Employ a coordinator for health, physical education and recreation. Provide a teacher in this field for each school.

13. Statistics and Information.

Employ a coordinator for school statistics and information.

14. Instructional Resources.

Employ a coordinator of instructional resources, which includes school libraries resource materials and in structional media. The personnel in this area should work in close cooperation with the General Supervisor of Instruction.

15. School Psychologist.

Employ a school psychologist who should work in close cooperation with the guidance and counseling specialists and the school social workers.

16. Adult Education.

Employ a coordinator of Adult Education. Develop adult education programs, especially those informal in type. Prepare applications for submission to Federal agencies that have funds for the support of such programs.

17. Some Economic Considerations.

All of the consultants were of the opinion that basic to the effective accomplishment of the objectives of the schools is the improvement of the employment situation, especially among the Negroes. That situation calls for industrial and agricultural development.

It is suggested that a group of business, professional and political leaders hold some informal discussions and request technical assistance from the Economic Development Administration (U. S. Department of Commerce) and Rural Area Development (Division of Community Development), U. S. Department of Agriculture to find out what kind of county organization is needed in Leflore County to plan programs and seek financial assistance.